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ABSTRACT

This manual provides examples of how service learning can be integrated into the curriculum of the high school. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual is divided into sections for the content areas within the curriculum (language arts, mathematics, physical education, science, and social studies). Another section addresses service learning in electives. Contains 72 references and an appendix. (EH)

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Serving to Learn

High School

South Carolina Department of Education
Barbara S. Nielsen, State Superintendent

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Serving to Learn

High School Manual

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CROSS-REFERENCE GRID

This grid has been provided as an extension to the Table of Contents to assist you in planning your service learning activities. Teachers can quickly determine which activities or lesson plans have been developed for each particular discipline. This book contains over 100 ideas that can easily be integrated into the major education core subjects. Those core subjects are listed across the top of the grid. Along the side is a variety of Service Learning activities that students will find meaningful. Teachers can use this grid to locate lesson plans in their particular subject matter or by the activity. The number(s) indicated in the box indicates the page number in which the activity can be located. No matter how teachers use the grid, it is important to remember that this is only intended to serve as a beginning point. It is up to each individual teacher to find ways to engage students in active learning experiences.

	LANGUAGE ARTS	MATH	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	ELECTIVES
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WRITING	20, 22, 31, 37, 45				79	

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
STATE SUPERINTENDENT OF EDUCATION

Dear Classroom Teachers and Administrators,

South Carolina has been recognized as a national leader in Service Learning, and hundreds of teachers across the state have established innovative programs in which students have the opportunity to be involved in community service activities that complement their classroom work. Students at all levels have participated in Service Learning programs.

Service Learning has allowed students an opportunity to make a difference in our communities. By applying what has been learned in the classroom to serving the needs of their communities, students get first-hand experience in applying abstract knowledge to practical problems. Learning becomes very real in these situations. Service Learning helps instill in students a pride in themselves and develops a sense of responsibility toward others.

The Department of Education has produced this book as a guide for educators. Teachers from across the state participated in Service Learning Institutes to develop these lesson plans. The lessons in this book are intended to be a framework and a practical guide for implementing Service Learning in the classroom. Use your imagination to enhance or expand on these ideas, and to develop your own programs and activities.

Thank you for supporting Service Learning in your schools.

Sincerely,

Barbara S Nielsen

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

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FORWARD

A wonderful opportunity awaits you, the reader of this volume--the opportunity to teach all of your students in a more meaningful way, to help them become more motivated and successful in school, and to rekindle in your own teaching an enthusiasm which may have been somewhat diminished since you first began this profession. Here in this publication you will see many demonstrations of how Service Learning can be integrated into the curriculum of your high school program, prepared by teachers like you, teachers who have come to understand the power of Service Learning.

When working with youth at risk of dropping out of school, one cannot help but become deeply involved in examining how school could more successfully teach these students. What we have found is that what helps youth at risk also helps all students. The education reform measures seen to improve a child's success in school include use of active learning, learning styles, multiple intelligences, and student empowerment.

These very strategies are part and parcel of a successful service learning program. When educators make the connections between the community service that youth are providing and the academic requirements of the curriculum, something magical occurs. Students are transformed. Teachers are transformed. And education is transformed. The magic is seen in the faces of young people helping others as they apply skills learned in class; it is observed when students become enthusiastic and motivated about their learning; and it is readily apparent to all who watch that youth who are given the opportunity to be resources rather than problems respond to the challenges offered to them.

Service Learning has the power to make a lot happen in your schools. I encourage you to be a participant in this exciting process as you utilize the successful ideas in this book. As you integrate service into your curriculum, your own students will also develop some wonderful solutions to problems in your community by applying the academic skills learned in your class. I wish you great success!

Dr. Jay Smink, Executive Director
National Dropout Prevention Center
Clemson University

Overview of Service Learning

Service Learning links schools with their communities. Students are given an opportunity to perform community service work that complements their classroom work. Service Learning promotes both personal and intellectual growth in students. It also helps them develop civic responsibility and gives students an opportunity for career exploration. Students learn by doing through a clear application of skills and knowledge while helping to meet the needs in the school or greater community.

Service Learning has become an integral part of the State Department of Education's push for Total Quality Education. Total Quality Education is producing fundamental educational reform throughout the state of South Carolina. Service Learning is not simply an add-on to this reform, but a primary and integrated component.

This book contains numerous examples of Service Learning activities. There are three types of service activities: direct, indirect and advocacy. Who is served - and how - distinguishes the different types. This is indicated in the margin of each lesson. Teachers can use this information to expose students to a variety of experiences.

Direct Service activities are those that require personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate positive feedback during the process of helping others. Examples of direct service activities include students working with senior citizens in intergenerational projects, or reading to small children. Direct service teaches students to take responsibility for their actions. Students also learn that they can make a difference.

The second type of service that students can be involved in is **Indirect Service**. Indirect experiences are commonly implemented in schools because they are easy to organize and involve students working behind the scene. These activities involve channeling resources to the problem rather than working directly with an individual who may need service. Often students do not come in contact with the people they serve. Examples of indirect service include collecting food or toys for disadvantaged families, landscaping a community park or other environmental projects. Indirect service projects are generally done by a group. They teach teamwork and organizational skills.

The last type of service experience is **advocacy**. Advocacy requires students to lend their voices and talents to help eliminate the causes of a specific problem. Students work to correct the problem and make the public aware of the problem. Some activities may include making presentations to the community about particular issues or distribution of literature to make the community aware of a problem. Students learn to present their concerns clearly, be concise in presenting their ideas and suggest feasible solutions.

9

The four stages in a well-organized Service Learning lesson plan are **preparation, service, reflection** and **celebration.** Preparation lays the groundwork for a successful program. Since service is intended to meet a community need, preparation is the time to identify those needs. After preparation comes the actual service activity. The service activity must be engaging, challenging and meaningful. There must be a real need in the community for the service, and students must play a significant role in designing the service experience. Reflection is the component that enables students to think critically about their service experience. Reflection should involve a variety of activities. The last component is celebration. People get involved in service for a variety of reasons, and celebration and recognition help to keep the students coming back.

Service Learning, integrated into the curriculum, helps students learn to use the knowledge they gain in the classroom in real-life situations. It gives the student who cannot see the need to learn, a new focus for learning. For students who are eager to learn, Service Learning gives them a way to expand their knowledge and develop more fully the talents and skills they already have.

It is hoped that this book will be helpful to you in incorporating Service Learning in your curriculum. Do not limit yourself to the activities in this book. Let your imagination soar. The kinds of services students can offer to their community are endless.

What Does Service Learning Look Like in South Carolina?

◆ **Youth Service Charleston:** Students in the special education class at North Charleston High School learned about social issues that they found pertinent and then created service projects to address those issues as part of their civic and life skills curriculum. The students studied issues ranging from homelessness and affordable housing to the environment. The program is year round and is currently focusing on one day projects.

◆ **Aiken County:** "Acting Out" provided opportunities for students in grades 9-12 regardless of background or abilities to experience involvement in theater-type productions. Students participants were taught and trained to write, produce, stage and/or act in a theater production for their peers, the community, hearing impaired and physically challenged students. The students conducted camps for deaf students with a performance by the deaf students. The participants also conducted field trips and cook-outs as they served as mentors for other students.

◆ **Orangeburg District Seven:** Future Homemakers of America student leaders completed tutoring instructions as a preparation to becoming peer tutors for the Department of Social Services' Teen Companion program. Each student volunteered for fifty (50) hours after school on Monday and Wednesdays. Relevant teen issues were addressed, nutritious snacks were prepared by the food service class, and enrichment activities were planned for the teens.

◆ **Richland School District Two:** School and community service is a common thread linking extracurricular and academic programs at Spring Valley High School. Hundreds of students are involved in a variety of projects such as drug prevention education, mentoring, and tutoring elementary and middle school students; working with preschool and special needs students; spending time with and assisting the elderly; fundraising and conducting charitable drives; helping with environmental concerns, and many other efforts which address a myriad social problems. These service efforts provide valuable interaction among a diverse student population, generate active rather than passive learning, and provide the foundation for a lifelong commitment to community service. The VIKINGSERVE program is directed by a task force of staff, students, parents, and community and business representatives.

◆ **Marion School District Three:** "Service to the Community" includes a variety of projects including focusing on community and health and safety issues. Secondary students made a health brochure, while elementary students developed a fire safety brochure. An interdisciplinary group worked on projects for the elderly which included developing baskets, writing and later reading short stories to the elderly, designing greeting cards and conducting performances at the local nursing home. Another component of the program concentrated on beautification. Elementary students participated in the Adopt-A-Highway program and the secondary school adopted a district village center.

Acknowledgement

Serving to Learn was produced with the cooperation of Clemson University, South Carolina State University and University of South Carolina. The material included in this book was developed by the following teachers and administrators who were enrolled in Service Learning Institutes held during the summer of 1993 at these institutions. They were developed by individual students for a class assignment and, for the most part, are presented here in their original form.

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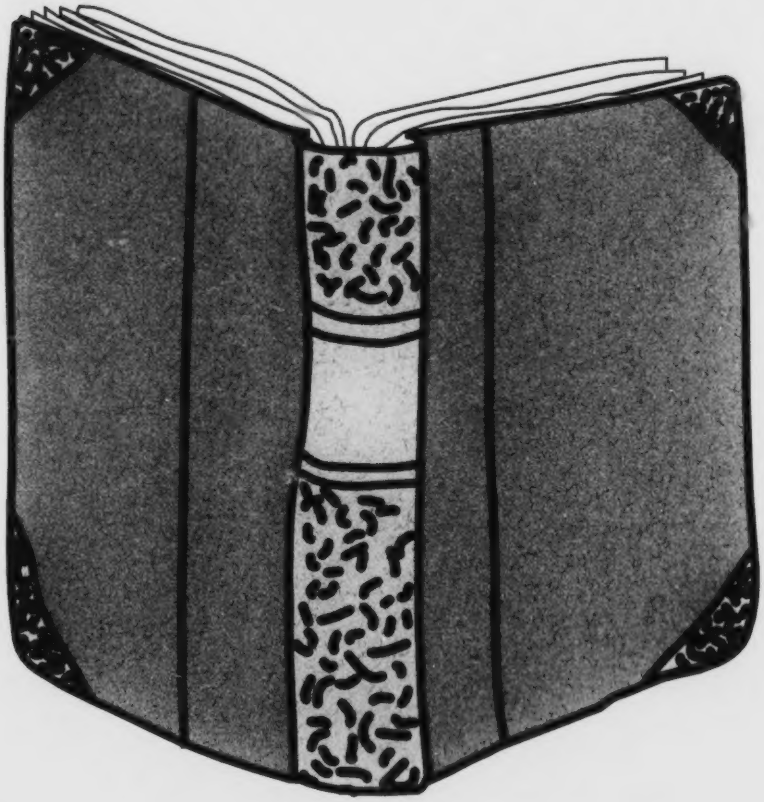
LANGUAGE ARTS



Course:
Speech

Level:
9th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:

Learn the facts and figures about the illiteracy rate in own community.

Understand ways in which literacy programs promote goals for the adult non-reader.

Resources Needed:

Sensitivity charts, pertinent information & facts about literacy programs, news articles and a camera.

Preparation for Service Activity:

A time will be set to interview an identified staff member of a local literacy program. Articles from magazines or newspapers related to the literacy problem will be researched and analyzed. An original speech will be prepared and presented in identified setting(s).

Service Activity:

Students will assist with presentations to civic clubs encouraging support for literacy programs.

Reflection:

Student will evaluate the level of his/her own literacy as reflected in the development of the speech. The group of students involved will discuss how their speeches can be altered to appeal to varied audiences (age, education, etc.).

Celebration:

An article with pictures will be sent to the local newspaper covering the presentation(s) to civic clubs. The high school publications' staffs will receive a copy of article and picture.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:
Develop skill in writing business letters.

Resources Needed:
Paper, list of businesses and contact at Chamber of Commerce.

Preparation for Service Activity:
Students will discuss Special Olympics. A guest speaker will explain the background of Special Olympics and who participates. Students will be instructed on how to compose business letters. Previous contributors will be interviewed/surveyed to gain insight into how to successfully solicit funds and/or materials.

Service Activity:
Students will write letters asking for contributions of cash and other donations to help sponsor the Special Olympics.

Reflection:
Students will keep a journal recording specific skills they have acquired in the areas of interviewing, business letter writing, locating funding sources for non-profit organizations, etc. They will assess the success of the activity comparing the goal set to the amount raised.

Celebration:
Students will attend the local Special Olympics.

Course:
Language Arts, Civics

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Enhance own academic skills through teaching others.
Improve communication skills.
Explore teaching career interests.

Resources Needed:
Notebook for student journal, students to be tutored, tutoring site and supervisors for tutors in each applicable subject area.

Preparation for Service Activity:
Student tutors will be taught the skills needed to meet program expectations. A schedule of tutoring sessions will be developed.

Service Activity:
High school students will be matched with local grade school students. Student tutors will tutor twice a week at a designated site.

Reflection:
The high school students will keep a journal to record their experiences while they are tutoring the younger children. They will periodically meet with an adult coach to help resolve any particular teaching problems they may have.

Celebration:
The student tutors will celebrate progress of the students being tutored at agreed upon points; e.g. improvement of grade by one letter grade; a goal score on an assignment; completion of a particular project or course.

Course:
English

Level:
9th Grade

Type of Service:
Indirect

Student Goals:
The Student will:

Develop the skills necessary to write and publish a newsletter.

Resources Needed:

Paper, pens, word processors, printers and software.

Preparation for Service Activity:

A speaker from the local newspaper will instruct students in basics of layout, design and reporting. Students will contact and interact with the group for which they will be preparing the newsletter.

Service Activity:

Students will identify the information to be included in the newsletter. They will prepare and publish the newsletter and distribute copies throughout the targeted community.

Reflection:

Students will review each newsletter in a group setting including their class, representatives of the group they are working for and the production instructor.

Celebration:

Copies of all published newsletters will be bound with letters of recognition and thanks from the group served. A bound copy will be presented to each participating student.

Course:
English, Advanced

Level:
9th Grade

Type of Service:
Direct

Student Goals:
The Student will:
Learn about children's literature.
Learn about the children at the Child Development Center and their interests.

Resources Needed:
Pencils, paper and word processors.

Preparation for Service Activity:
Students will learn about children's literature and how to publish original literature pieces. They will have classes on oral history and interviewing techniques.

Service Activity:
The students will each "adopt" a child at a Child Development Center to interview and learn about. Each student will then write a story about that individual child. All stories will be collected, illustrated, using art work done by the children interviewed, and published.

Reflection:
Students will discuss what they have learned about the children they have interviewed. They will keep journals and write a paper at the end of the project comparing what they liked to read when they were the ages of the students they have interviewed with the literature the interviewees like.

Celebration:
At the end of the service experience, all the classes involved in the project will have a reception at the Child Development Center with the children, their parents and teachers. The original stories will be presented to the young students. The board of trustees for the Center, the principal of their school, their own teachers and parents, the school board and the media will be invited to attend.

Course:
English, Remedial

Level:
9th Grade

Type of Service:
Direct

Student Goals:
The Student will:

Develop skills in reading aloud to children.
Improve reading skills.

Resources Needed:

Pencils, paper, word processors, suitable materials to be read to younger children, video equipment and tapes.

Preparation for Service Activity:

Students will be given instruction in how to read to children. They will study children's literature and survey the children to be read to in order to discover children's interests.

Service Activity:

Students will write stories for the children. They will read the stories to the children. The reading sessions will be video taped.

Reflection:

After viewing video tapes students will participate in small group discussions and in one-on-one discussions with the teacher focusing on how they would improve their stories or their "delivery" of the stories to the children.

Celebration:

The children will present a video to the readers featuring either their own original stories or thank you statements. The video will be viewed at a party or similar setting for both groups.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Advocacy

Student Goals:
The Student will:

Learn to write business letters and personal thank you letters.

Resources Needed:

Storage room and list of recipients from Department Of Social Services (DSS).

Preparation for Service Activity:

Students will learn about food banks. They will obtain from DSS a list of food items needed. Duties will be determined. Instruction will be given in how to write business letters and thank you notes.

Service Activity:

Students will write letters to businesses soliciting food and other non-perishables to be used by the food bank. They will write thank you letters to all the businesses who contribute.

Reflection:

Students will contact food bank to determine how successful the writing campaign has been.

Celebration:

Participating students will have a meal together featuring only the type of food items solicited for the food bank. They will share their thoughts from their reflections.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Advocacy

Student Goals:
The Student will:
Learn importance of pet population control.
Gain knowledge about what happens to unwanted, neglected, and abused animals.

Resources Needed:
A local animal shelter, materials for posters, processed pictures and video, transportation to and from agency and literature on pet populations.

Preparation for Service Activity:
Students will volunteer at local animal shelter for several weeks. Someone from instructional media will conduct classes on making posters, videos, and taking pictures.

Service Activity:
Students will make posters and videos advocating that owners be responsible for their pets and have them spayed or neutered. Students will display/distribute prepared materials.

Reflection:
Students will write a short paragraph detailing how they feel about the experience they've just completed. They will encourage other students to take part in this type of service learning.

Celebration:
Certificates of completion will be given to students. Certificates of appreciation will be presented to agency and staff involved. (Part-time, after-school or summer employment for student(s) participating who have successfully completed the service learning project will be sought.)

Course:
Drama, Language Arts,
Office Procedures

Level:
High School

Type of Service:
Indirect/Advocacy

Student Goals:

The Student will:

Understand factors involved in theater production.

Develop an appreciation of theater production as an art form.

Develop telephone communication skills and other office procedure skills.

Resources Needed:

Local community theater group or local fine arts council and teacher of general office procedures.

Preparation for the Service Activity:

The theater staff will share with the student volunteers the different aspects involved in a local theater production. Students will be exposed to all areas including publicity, communications, fund raising, set and costume design, rehearsals, and any other factors involved in the production. An office procedures teacher will help prepare students for the general office functions to be engaged in during the activity.

Service Activity:

Students will assist a local theater group or fine arts council by answering the phone in the local theater office or fine arts office, selling tickets, working in concession areas, serving as ushers at productions and running errands during rehearsals

Reflection Activities:

Students will keep a journal in which they record their activities and impressions. Class and small group discussions will be held in which students share thoughts on tasks performed and thoughts on the actual production.

Celebration:

Names of student volunteers will be listed in the program for the theater production. Certificates of recognition will be awarded to students involved in the activity. Recognition of student volunteers will be publicized in local arts publications and in school district publications.

Course:
Composition, English

Level:
High School

Type of Service:
Indirect

Student Goals:
The Student will:

Understand the factors involved in a well developed paragraph or essay.

Increase understanding of how to organize and focus a topic in an essay.

Resources Needed:

An English or composition teacher, appropriate materials and a middle school language arts teacher and class.

Preparation for Service Activity:

The English teacher will review for the students the aspects of a good essay and will model the evaluation of essays. Students will practice reading and evaluating essays.

Service Activity:

Students will volunteer to read essays by middle school language arts students. Their responsibility will be to read the essays, to give positive feedback and to make helpful suggestions concerning detail and organization of essays. (Students are not to grade the essays.)

Reflection:

Students will keep a journal recording their activities and their impressions of the younger students and their essays. They will share their experiences through class and small group discussion. The group will compile a list of common problems among middle school essays. Each high school student will write an original essay responding to one of the topics assigned to the middle school students.

Celebration:

Student volunteer readers and middle school students will have a joint ice cream or pizza party in which they get to meet each other. High school readers will share their original essays with the middle school students. Pictures taken at the party will be displayed in both the high school and middle school as a way to recognize the project.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Indirect/Direct

Student Goals:
The Student will:
Understand the library classification systems.
Use the library-computers, copiers, microfilm, audio and video equipment, CD-ROM.
Improve research skills.

Resources Needed:
An English teacher, appropriate text materials and school or local county librarian.

Preparation for the Service Activity:
The English teacher will present to the class a unit on using reference material and library research. The students will visit a local library where the librarian will explain the classification system used, demonstrate the equipment used in the library and the method used to sort and shelve books, pamphlets, periodicals, audio and video materials.

Service Activity:
Students will serve for a designated time as library assistants. Their duties will include sorting and shelving materials, assisting library patrons in finding materials and doing research and instructing patrons on the use of library equipment.

Reflection Activities:
Maintain a journal of experience and activities. Share experiences through class and small group discussion.

Celebration:
Students will be awarded certificates of recognition for their volunteer service. These certificates, along with photographs, will be displayed on bulletin boards in the library or adult education center. Students will also be recognized in school and local publications.

Course:
Language Arts,
Journalism

Level:
High School

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Learn about an organization whose purpose is to serve as a temporary shelter for abused, abandoned and/or neglected children.

Resources Needed:

Teacher and appropriate texts, executive director or board member of a shelter home, brochures, newsletters and news articles about the shelter home and a list of possible tasks to be performed.

Preparation for Service Activity:

Students will interview the executive director for information regarding funding, governance, clients served and day-to-day activities of the shelter home. Classroom discussion will include the societal problems that create the need for a shelter home for children who are the victims of these problems.

Service Activity:

Volunteers will assist in the preparation of newsletters and feature articles from newspapers. This may involve interviewing some of the children. Volunteers will be reminded that for the protection of the children, no names will be used and no faces will be shown in pictures.

Reflection:

Students will keep journals. Using their journal entries and the notes from their interviews, students will seek answers to questions that arose during this activity.

Celebration:

Students will be given a certificate of appreciation from the shelter home. Some students may become advocates for the shelter home.

Course:
Language Arts, Data Processing, Computer

Level:
9th - 12th Grades

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Understand the work involved in operating a shelter home that relies on contributions for its existence.

Understand the importance of their contributions in terms of the cost of hiring the service which they perform.

Improve word processing skills.

Resources Needed:

Teacher, appropriate texts, word processors and an executive director of a shelter home.

Preparation for Service Activity:

Students will review letter writing skills. Students will need to be creative and make each letter an original one. Students will learn word processing skills.

Service Activity:

Student volunteers will write thank you notes and letters of acknowledgement for contributions of supplies, money and service to the shelter home. Volunteers will also make a "Want List" for the home to be made available to persons who ask what they can give or what they can do.

Reflection:

Students will discuss the effect their letters may have on future donations to the home. Students will share the "Want List" with others.

Celebration:

Volunteers will receive certificates of appreciation. Students and participants from the shelter home will enjoy a pizza dinner. Those who become ambassadors for the shelter home by letting others know about its work will reach the advocacy level of service.

Course:
English

Level:
10th Grade

Type of Service Activity:
Direct

Student Goals:
The Student will:
- Improve communication skills and confidence level.
- Improve interactionary relationships.
- Improve understanding and appreciation of a different cultural group in society.

Resources Needed:
Story-tellers and/or historians, English teacher, a variety of appropriate material on current trends and issues of population make-up.

Preparation for Service Activity:
The teacher will present an introduction to basic speech requirements and review English grammar and composition structure. The students will read at least 3 articles about multiculturalism and share this with other service learning students.

Service Activity:
Students will read stories to clients at participating senior centers, hospitals, pre-schools, day care centers, etc. They will write letters for senior citizens at senior centers, in nursing homes and in hospitals. They will make-up and write short stories for children.

Reflection:
Students will keep a journal of daily activities and occurrences. They will share their experiences with other service learning students. Students will evaluate skills learned. Some students may continue to do these activities on their own.

Celebration:
Students will plan a storytelling festival and invite professional and amateur storytellers, mimes, and local historians to participate. A class recognition banquet will be organized where certificates of appreciation will be given.

Course:
Writing

Level:
9th - 12th Grade

Type of Service:
Direct

Student Goals:
The Student will:
Develop skills in writing, expressing ideas, and reading.

Resources Needed:
Transportation.

Preparation for Service Activity:
The teacher will review grammar and mechanics usage and teach letter writing.

Service Activity:
The student will help senior citizens, disabled persons, and preschoolers write letters.

Reflection:
The students will discuss their feelings about what they did and problems they encountered.

Celebration:
Student will have a pizza party at school one afternoon.

Course:
Reading

Level:
9th -12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Develop insight, judgement and understanding of others with special needs through reading.
Improve reading skills.

Resources Needed:
Textbooks.

Preparation for Service Activity:
Student will read orally a variety of textbooks on various levels.

Service Activity:
The student will tutor elementary students who have difficulty reading. They will also read to a family member or elderly person who has difficulty seeing.

Reflection:
Students will discuss why it is important to know how to read.

Celebration:
Students will celebrate by reading the daily announcements on the P. A. system for next month.

Student Goals:
The Student will:
- Improve letter writing skills.
- Develop a sense of responsibility and a concern for others.

Resources Needed:

Paper, pens, ingredients for baked goods and the principal's participation.

Preparation for Service Activity:

The teacher will get a listing from UNICEF of different children's relief programs. The class will choose one and write requesting sponsorship. The students will research the customs of child's country they selected. They will plan weekly bake sales to raise money for sponsorship. They will obtain permission from principal for bake sales.

Service Activity:

The students will sponsor a child through one of the children's relief programs. The students will write their sponsored child weekly.

Reflection:

Students will discuss the country and its customs and traditions.

Celebration:

There will be a covered dish dinner focusing on foods native to their sponsored child. Each student will receive a framed picture of the child.

Course:
Language, Sociology, Social Studies and Math

Level:
10th - 12th Grades

Type of Service:
Indirect

Course:
English

Level:
11th Grade

Type of Service:
Direct

Student Goals:
The Student will:

Improve skills in reading, expressing ideas and solving problems.

Develop social responsibility and concern for others.

Resources Needed:

Textbook containing a specific short story or a photocopy of the story and transportation.

Preparation for Service Activity:

Students will read the short story "A Visit to Grandmother" and discuss the contents of the story.

Service Activity:

After the students have discussed the contents of the specific story, they will visit their grandparent and ask them questions about their lives based on issues that were covered in the story such as sibling rivalry, favoritism and holding a grudge. The grandparent(s) will share how they handled such situations with their children. Students will record their grandparent(s)' responses.

Reflection:

Students will share their records and discuss how their grandparent(s) solved certain family relationship problems. Students will discuss their feelings about what they discovered.

Celebration:

Students will write creative thank-you notes to their grandparent(s) for sharing information with them. Student will mail the notes to their grandparents. Students will invite grandparents to school for lunch.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Improve writing and communication skills.

Resources Needed:

Pen/pencil, magazine pictures or personal photographs, glue, transportation and elementary students (3rd grade).

Preparation for Service Activity:

Each high school student will write an autobiography entitled "All About Me." All papers will be proofread and checked for correct usage and mechanics. Each student will re-write his/her final draft and glue pictures where needed.

Service Activity:

Each student will read his autobiography to a 3rd grade student. The older students will help each of the younger ones get started writing his/her autobiography. This should last over a period of 3 or 4 one hour meetings.

Reflection:

Students will discuss how the younger students reacted to their autobiographies. The high school students will share their feelings on the results of this activity.

Celebration:

The two groups of students will come together one afternoon at the high school, and share a snack party.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Improve writing and communication skills.

Resources Needed:
Paper, pen, pencils, crayons, transportation and elementary students (K-3).

Preparation for Service Activity:
Students will write short stories that are of interest to K-3rd grade students. They will proofread their stories and rewrite them correcting grammar, usage, and mechanics.

Service Activity:
Each student will read his/her story to a K-3rd class at the elementary school.

Reflection:
Students will discuss how the youngsters reacted to the stories. (Which stories scared them? Which stories made them feel good about themselves?). They will discuss their feelings about this activity.

Celebration:
Students will help the elementary students write their own stories and help them share with the combined group of students. All students will be awarded a certificate of participation.

Course:
English, Social Studies, Foreign Language

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student Will:
- Improve reading skills.
- Learn to relate to young patients from a wide range of backgrounds and life situations.

Resources Needed:
Children's literature, pediatric ward at a local hospital and transportation.

Preparation for Service Activity:
Students will select a variety of children's literature, find out the rules and regulations concerning restrictions and rules at the hospital and get permission from the hospital staff as to who, when and how long to visit the pediatric patients.

Service Activity:
Students will visit the pediatric ward at local hospitals and read stories to the patients.

Reflection:
Students will discuss their interaction with the patients and share their feelings about visiting the sick children.

Celebration:
If permitted by the hospital, the students and patients can watch a short children's video.

Course:
English

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Improve communication skills.

Resources Needed:

A variety of short stories, a local nursing home, transportation and a camcorder.

Preparation for Service Activity:

After a survey is taken of the type of stories the elderly find interesting, the students will select stories to read to senior citizens in a local nursing home. The selected stories will take no longer than 15 minutes to read.

Service Activity:

Each student will select an elderly person who wishes to have someone read to him/her. The students will then read the particular story that the elderly person wishes to hear.

Reflection:

Students will share their feelings about this activity with their peers. They will discuss how patients reacted to the stories. Both groups will view a video of their celebration (at a later date).

Celebration:

The students and the elderly patients will get together at the nursing home and create their own oral story. This session will be recorded on a camcorder.

Course:
English, Social Studies

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Improve reading and calculating skills.
Increase skills in expressing ideas.

Resources Needed:

Pen, paper, K-6 grade level textbooks, dictionaries, encyclopedias, K-6 grade teachers and transportation.

Preparation for Service Activity:

Students will initiate a workshop with elementary school teachers to develop skills in those areas in which the K-6 grade students need to be tutored. The workshop will be conducted for 4 weeks with the students and teachers meeting twice a week for one hour periods. Students who volunteer to tutor the younger students must have an overall "C" average. The students will get parents' permission for K-6 grade students to be tutored.

Service Activity:

High school students will tutor K-6 students at the elementary school in the afternoons.

Reflection:

The students will share their feelings about the tutoring sessions. They will discuss the positive as well as the negative aspects of the tutorial sessions and discuss ways to make improvements.

Celebration:

At the end of the second semester, the high school students along with the elementary school students will have a pizza party at a local restaurant.

Course:
Reading, Language Arts, Science

Level:
11th - 12th Grades

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

- Gain insight and understanding of muscular dystrophy.
- Improve reading skills.

Resources Needed:

Muscular Dystrophy (MD) Association representative, articles about the disease, books, pamphlets, library and read-a-thon materials.

Preparation for Service Activity:

Teacher will invite a representative from the M. D. Association to speak to the students about the disease and what they can do to help.

Service Activity:

Students will conduct a Muscular Dystrophy Read-a-thon throughout the community to raise money for research and treatment.

Reflection:

Students will discuss what they learned and how they felt about being financial advocates for research and treatment.

Celebration:

The Muscular Dystrophy Association will hold a banquet in honor of the students' support. Youths suffering from M. D. will make presentations to the students.

Course:
English

Level:
12th grade

Type of Service:
Indirect

Student Goals:
The Student will:
Develop proper job application skills.

Resources Needed:
Pen, paper, chalkboard. envelopes, form application and list of interviewing techniques.

Preparation for Service Activity:
The teacher will discuss and demonstrate proper form and content of a letter of application. The teacher and the student may role play employer-employee interviews. The teacher will discuss proper interviewing techniques.

Service Activity:
Students will set-up a booth at the annual job fair which teaches correct application/interviewing procedures.

Reflection:
The students will discuss the need for such an activity and the impact it would have on fellow students.

Celebration:
Students will be invited to one monthly Chamber of Commerce meeting and be recognized.

Course:
Language Arts

Level:
11th and 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Improve language skills.

Resources Needed:
Classroom space, a variety of easy-to-read books, audio-tapes to teach phonics and other motivational materials.

Preparation for Service Activity:
Students will make a list of ESL (English as a Second Language) students who are interested in being tutored in English. Students will make transportation arrangements for the ESL students through volunteers in the community.

Service Activity:
Students will hold English classes for ESL students on Saturdays. Enough students will be selected to provide individual instruction to the ESL students.

Reflection:
Students will discuss problems encountered in teaching English on a weekly basis and make needed changes in the instructional approach to suit individual learning styles.

Celebration:
A banquet will be held in the school cafeteria after the training is over. A guest speaker will be invited to the banquet and will present certificates of achievement to the ESL students who participated. Students who provided instruction will also receive certificates of appreciation for their service to the community.

Course:
English

Level:
9th Grade

Type of Service:
Advocacy

Student Goals:
The Student will:
Learn to write persuasive letters.

Resources Needed:
Paper, pens, word processors, information from the community about where the materials can be found and businesses that might be willing to donate.

Preparation for Service Activity:
The students will learn about the Child Development Center and its needs. They will seek donations from community businesses.

Service Activity:
The students will write letters to businesses and individuals in the community soliciting donations of building and landscaping materials as well as food for snacks and money for other aspects of their project.

Reflection:
The students will have ongoing group discussions with other members of their class on the progress of the project. They will visit the Center to see how the materials they have solicited are being used.

Celebration:
A reception at the Child Development Center will be held. The children, their parents, teachers, the Board of Trustees of the Center, the principal of their school, their own teachers and parents and the School Board of Trustees will be invited to participate.

Course:
Drama

Level:
11th - 12th Grades

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
- Develop puppeteering skills.
- Increase sense of community responsibility.
- Improve communication skills.

Resources Needed:
Puppets, puppet trainer, facility for training.

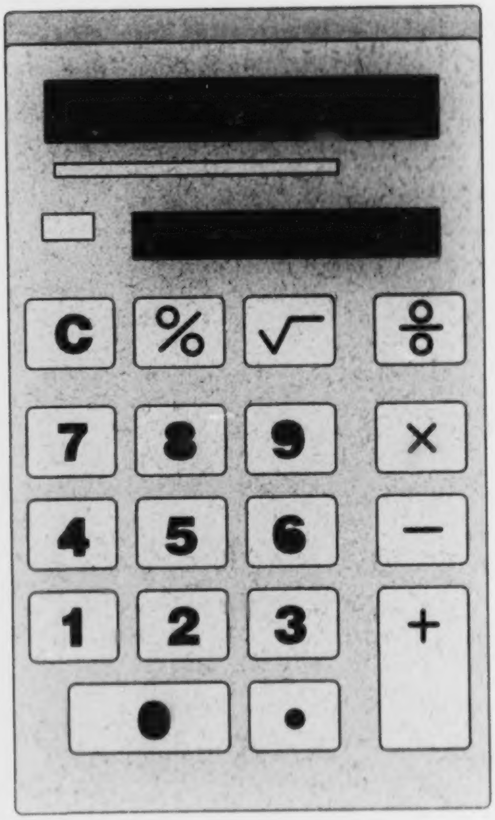
Preparation for Service Activity:
The teacher will write grants to secure puppets. The teacher will order puppets and puppet training. A schedule for performances at local churches, schools, community centers and festivals will be arranged.

Service Activity:
Students will perform two puppet shows, “Earthsuits” and “The Just Say No Variety Show”, both of which deal with self-respect, responsibility, peer pressure and saying “NO” to drugs and alcohol. The shows will be performed at various churches, schools, community centers, etc.

Reflection:
The teacher will video tape a performance and show it to the students.

Celebration:
There will be a pizza party after the training or as a cast party. Parents and friends will be invited.

MATH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Course:
Math

Level:
Math I - II

Type of Service:
Indirect

Student Goals:
The Student will:

Improve skills in adding, subtracting, multiplying and dividing fractions.

Resources Needed:

Storage room for food.

Preparation for Service Activity:

Students will obtain a list of people and their needs from the Department of Social Services. They will publicize the food bank. An assignment of duties will be made.

Service Activity:

Students will collect food (cans and non-perishable items) to be passed out to those with a need. They will divide collected food equally based on number in household and household income.

Reflection:

Students will write a paper describing what was done, why it was done and how they feel about being a part of it.

Celebration:

A classroom party will be held for participating students.

Course:
Math (Senior Classics Sports Day)

Level:
9th Grade Remedial

Type of Service:
Indirect

Student Goals:
The Student will:
Improve measurement skills.
Improve knowledge about fractions.
Learn and/or improve interactionary skills.
Learn importance of accurate record keeping.
Learn to appreciate Senior citizens.

Resources Needed:

Local agency in need of additional volunteers during Senior Classics Sports Month, transportation for students to and from Sports Classic and volunteer chaperons to aid students.

Preparation for Service Activity:

The teacher will review basic math computations of adding, subtracting, multiplying and dividing, especially those dealing with fractions. Practice sessions in measuring distance and record keeping will be held. A short session on communication skills will be taught.

Service Activity:

Students will keep track of events that seniors are engaged in. They will act as track officials in measurement of events such as fly casting, softball throw, etc. They will keep count of baskets made in basketball toss and time seniors in 1/2, 1, and 2 mile walk.

Reflection:

Students will prepare one page of the different types of math computations that were written down during the events. They will share their experiences with others and encourage others to participate.

Celebration:

Certificates of appreciation to students and volunteers will be given. A cook-out and mini sports classic for students and volunteers will be held. An article on the event and the volunteers will be sent to the local newspaper.

Course:
Math

Level:
High School

Type of Service:
Direct

Student Goals:
The Student will:

Understand math concepts and skills involved in computation and word problems with whole numbers, fractions, decimals, and percents.

Understand the organization of VISTA, its background and purposes.

Resources Needed:

Appropriate math materials, exercises, resource books, Math teacher to serve as a resource and consultant and coordinator of VISTA volunteers within the schools.

Preparation for Service Activity:

Students will complete and master the skills needed to tutor students in computation and problem solving with whole numbers, decimals, fractions, and percents. A representative from VISTA will visit the class and explain the organization and purpose of VISTA. The students will be made aware of how VISTA uses volunteers throughout the community and within the schools.

Service Activity:

Students will serve a designated time of service as VISTA volunteers in the capacity of math tutors for middle and high school students.

Reflection:

Students will participate in class and small group discussion sharing techniques and exercises that are successful in helping teach math. They will maintain charts or graphs to show progress of students assisted and specific skills being examined.

Celebration:

Tutors will attend the end of school teachers' luncheon in which VISTA volunteers and other volunteers will be recognized. Student volunteers will assist in preparation of a yearly scrapbook depicting VISTA activities within the school.

Course:
Math, Economics, Business Education

Level:
High School

Type of Service:
Indirect

Student Goals:
The Student will:

Understand the application of percentage increases and decreases to real life situations.

Resources Needed:

Teacher, appropriate text and Volunteer Coordinator from local hospital.

Preparation for Service Activity:

The Volunteer Coordinator from the local hospital will explain the concept of service provided by the hospital auxiliary and the rationale behind pricing of items for retail sale. Students will discuss the importance of dressing appropriately for the job.

Service Activity:

Students will assist in pricing items for sale in the hospital gift shop.

Reflection:

Students will review such issues as: Are prices appropriate? Did items sell as priced, or did the prices have to be reduced?

Celebration:

Certificates of recognition will be presented to volunteers at the annual banquet of the hospital auxiliary.

Course:
Math

Level:
9th Grade

Type of Service:
Indirect

Student Goals:
The Student will:
- Learn basics about the metric system.
- Improve basic division skills.
- Gain an appreciation for the natural wonders of the land around our community.

Resources Needed:

Students enrolled in resource math classes, instrument for measuring the wind speed, several large plastic garbage bags and information pertaining to environmental issues.

Preparation for Service Activity:

The teacher will cover basics of metrics, measuring, and division. Invite a guest speaker to class to tell about environmental careers. Donations will be sought from local grocery chain for several hundred large plastic bags and refreshments for students.

Service Activity:

Students will spend half of a day at the beach cleaning up trash. They will separate their finds into recyclable and non-recyclable and then weigh the items using metrics.

Reflection:

Students will record a journal entry about the day's activities and how they feel. They will share these activities and feelings with other students. The school will be petitioned to engage in this type of activity on a regular basis. Students will volunteer to become coordinators of program.

Celebration:

Refreshments served at the end of the operation clean-up.

Course:
Math

Level:
11th Grade (Honors)

Type of Service:
Direct

Student Goals:
The Students will:

- Develop skills in tutoring other students.
- Improve math skills.

Resources Needed:
Math materials.

Preparation for Service Activity:
The subject area teacher will give the students guidance and check to see if they have the correct technique for helping others.

Service Activity:
Students will tutor younger students in math skills. They will assist with homework after school or before school. They will also help solve problems that relate to every day life.

Reflection:
After nine weeks of tutoring, the teacher will check to see if any progress has been made.

Celebration:
The tutor and students will plan an evening at Pizza Hut.

Course:
Math

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Improve basic math skills.

Resources Needed:
Math textbook.

Preparation for Service Activity:
The teacher will review basic math skills such as addition, subtraction, division, multiplication and fractions.

Service Activity:
The high school students will tutor younger students in math skills. They will help an elderly person prepare a budget.

Reflection:
Students will discuss problems they may have encountered.

Celebration:
Both groups of students will have a pizza party where mathematical games will be played.

Course:
Math

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
- Develop problem-solving and thinking skills.
- Understand how individuals learn mathematics.

Resources Needed:

Classroom space, chalkboard, chalk, eraser, other audio-visual materials and transportation from parents whose children will be tutored.

Preparation for Service Activity:

The teacher will prepare a list of students who need tutoring in mathematics in the school, obtain from teachers specific needs of each student, prepare a list of upper-level mathematics students who are willing to offer tutorial service and make suitable transportation arrangements using parent support.

Service Activity:

After school hours, high school students will tutor identified students. Each tutor will work with two students and offer individual assistance to make them feel successful.

Reflection:

Students providing tutorial service will maintain records for each student. They will meet weekly to discuss the problems encountered and how to make this activity interesting for participants.

Celebration:

At the end of the semester a luncheon will be held. Parents, teachers and students will be invited to the luncheon where certificates of achievements will be presented to students and certificates of appreciation for service will be presented to tutors in the program.

PHYSICAL EDUCATION

Course:
Physical Education

Level:
9th - 12th

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Develop an understanding of physical fitness and its importance to themselves and others.

Resources Needed:

Gym, race track, textbook and ribbons.

Preparation for Service Activity:

Teacher will organize a city-wide walk-a-thon for fitness. Teacher will review with the students the importance of physical fitness and its effects on the mind and body. Each student will be given a post assignment. A representative from the American Heart Association will be invited to speak to the class.

Service Activity:

Students will conduct a city-wide fitness walk-a-thon to raise money for the American Heart Association.

Reflection:

Students will discuss the preparation of the activity and how they felt after the activity.

Celebration:

An awards ceremony and reception with the participants and the representative from the American Heart Association will be held.

Course:
Physical Education

Level:
9th - 12th

Type of Service:
Indirect

Student Goals:
The Student will:

Increase awareness of exercise opportunities in the community.

Resources Needed:

Balls, jumping ropes and bikes.

Preparation for Service Activity:

The physical education teacher will be invited to visit the class and demonstrate various exercises the students will perform.

Service Activity:

The students will assist with Special Olympics, coach sports for younger students, organize walk, run and bike-a-thons in the community.

Reflection:

A class discussion of exercise programs will be held.

Celebration:

The community and students will participate in a watermelon cutting celebration.

Course:
Physical Education

Level:
High School

Type of Service:
Direct/Advocacy

Student Goals:
The Student will:
Develop understanding and awareness of handicap.

Resources Needed:
P.E. class, gym, O.H. students.

Preparation for Service Activity:
Students will discuss orthopedically handicapping conditions and how to accommodate each. A guest speaker will be invited to address the class. Students will visit an O.H. class.

Service Activity:
The students will organize and run a wheel chair basketball team.

Reflection:
Students will discuss how they feel about the activity. They will write a short story describing the above and determine if there is more to be done.

Celebration:
Group party will be held.

Course:
Physical Education

Level:
High School

Type of Service:
Indirect

Student Goals:
The Student will:

Develop understanding and awareness of handicapping conditions.

Resources Needed:

P.E. class, O.H. and P.E. materials.

Preparation for Service Activity:

Students will discuss orthopedically handicapping conditions and how to accommodate each. A guess speaker will be invited to address the class. Students will visit an O.H. program.

Service Activity:

The students will develop an adaptive P.E. program for the O.H. class at the elementary or middle school level.

Reflection:

Students will discuss how they feel about the activity. Each student will write a short story describing the above and determine if there is more that can be done.

Celebration:

Group party will be held.

Course:
Physical Education

Level:
9th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:
Develop an understanding of elderly people's needs and constraints during exercise.
Improve communication skills with adults.

Resources Needed:
Fitness professional, rest home participants, transportation and popsicles.

Preparation for Service Activity:
The students will have a guest speaker discuss senior citizens and exercise. The students will brainstorm possible appropriate exercises for senior citizens.

Service Activity:
The students will develop and participate in an exercise plan for senior citizens.

Reflection:
The students will discuss their activities.

Celebration:
The students will share popsicles with their elderly exercise class.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

SCIENCE

Course:
Science

Level:
9th - 10th Grades

Type of Service:
Indirect

Student Goals:
The Student will:

Develop greater insight and understanding into the damage to our environment due to air pollution.

Learn how to plant and care for trees.

Resources Needed:

Textbook, filmstrip on the depletion of the ozone layer, pamphlets, tools and pine trees.

Preparation for Service Activity:

The teacher will conduct a lesson on the depredation of the ozone layer and what people can do to improve its condition. The teacher will contact city hall and get approval to plant trees in areas around the city.

Service Activity:

Students will conduct a city-wide tree-planting day.

Reflection:

The students will discuss what they learned and what impact they may have made on the consciousness of other citizens about the environment.

Celebration:

City hall will host a reception honoring the students' contributions.

Course:
Science

Level:
High School

Type of Service:
Direct/Advocacy

Student Goals:
The Student will:
Develop their learning skills in animal care and health.

Resources Needed:
Textbook, veterinarian, worksheets, hand-outs, animal shelter and transportation.

Preparation for Service Activity:
Teacher will review and discuss a unit on animal care and arrange for a veterinarian to lecture on the proper care of animals and the different types of illness of injuries that animals may have.

Service Activity:
The students will assist in the daily care of animals for 2 months at an animal shelter/kennel.

Reflection:
Students will discuss what they observed during the hours at the kennel and what they learned about the application of animal care techniques by shelter workers/veterinarian.

Celebration:
The shelter will present certificates of appreciation.

Course:
Biology, Chemistry

Level:
11th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:
Develop an understanding of health care work.

Resources Needed:
Cooperation of a health care site, i.e. a hospital or clinic, that is funded for teaching activities.

Preparation for Service Activity:
Contact will be made with a cooperating health care site to outline and coordinate joint program. Students will be recruited, trained and qualified. Students will be matched with service workers. Funds will be raised for student scholarships.

Service Activity:
Students will work on a rotating basis in various departments (i.e. surgery, OBGYN, pediatrics, emergency) of the cooperating health care site for an extended time, for example, eight weeks during summer vacation from school. They will perform routine tasks, record-keeping, filing, delivery, cleanup, maintenance for the cooperating facility, while observing its routines and procedures.

Reflection Activities:
Students will evaluate individual choice of health care career field with regard to observed necessary talents, abilities and personality traits.

Celebration:
Scholarship funds will be awarded to each successful student participant.

Course:
Biology

Level:
High School

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
- Understand cost effectiveness of recycling efforts.
- Understand ecological damage due to litter.

Resources Needed:

Garbage bags, pickup trucks, boats, sign-making materials and the cooperation of the S. C. Department of Parks, Recreation, and Tourism.

Preparation for Service Activity:

A coordinated litter cleanup campaign with a cooperating state park will be set up. Students will be recruited and matched with workers. Service times will be scheduled. Needed materials will be gathered and transportation arranged. Disposal and recycling will be arranged.

Service Activity:

Students will clean up litter at cooperating state park on scheduled dates. They will dispose and/or recycle collected waste appropriately. Students will construct and post anti-litter signs. They will observe and record environmental effects of litter.

Reflection Activities:

Students will synthesize a future scenario of the environment as caused by long-term effects of litter. They will construct an anti-litter campaign based on the knowledge acquired from analyzing their experiences and the projected scenario, using a video of the activity and conceptual artwork depicting the possible future appearance of the park.

Celebration:

Participating students will be awarded hats and t-shirts identifying them as park volunteers.

Course:
Biology

Level:
High School

Type of Service:
Indirect

Student Goals:
The Student will:

Gain knowledge of ecosystem.
Identify the taxonomy of observed flora and fauna.

Resources Needed:

Cooperation with a site managed by the S.C. Department of Parks, Recreation, and Tourism.

Preparation for Service Activity:

Students will be guided on field trips by park rangers, after which they will research nature observations to enhance and augment their subject content knowledge. Students will review the history of the cooperating park, especially noting any major factors of change in the ecosystem, i. e. building a reservoir.

Service Activity:

Students will assist in conducting nature trail tours for visitors at the cooperating state park.

Reflection:

Students will present (through learning journals, photo albums, slides, and videos) a compilation of their observations and research to fellow students and park visitors in order to advocate ecological conservation and environmental preservation.

Celebration:

Students will be awarded t-shirts identifying them as voluntary staff members of the participating state park. They will also be awarded free camping passes at specified off-season times at the participating park.

Course:
Physical Science, Physics, Physics for the Technologies

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Demonstrate a grasp of the concepts of center of gravity and mass, momentum, and force.

Be able to apply knowledge of simple, compound, and complex machines.

Know how to estimate weight moved vs force applied for efficiency.

Resources Needed:

Dollies, handtrucks, pry bars, pickup trucks, boards (ramps), ropes, cloth pads, gloves, pulleys and block and tackles.

Preparation for Service Activity:

Student will analyze methods of using various simple, compound, or complex machines; compare the mechanical advantage in tasks using them; and methods to improve their efficiency. Students will be organized into teams.

Service Activity:

The students will move heavy loads, i.e. furniture, appliances within the homes of those who are sick, elderly or otherwise in need and cannot afford the service of commercial movers.

Reflection:

Students will keep journals. Using their journals, students will analyze the problems and solutions resulting from moving experiences. They will use before and after photos.

Celebration:

A prize will be awarded to team with greatest calculated efficiency.

Student Goals:
The Student will:

Understand the concepts of heat exchange and energy conservation through proper application of conductive and insulating materials.

Resources Needed:

Caulk and caulk guns, cardboard strips, hammer and tacks, clear plastic sheets, scissors, box cutters, ladders and transportation to activity site.

Preparation for Service Activity:

Student will identify insulating effects of various materials, define R-value, list methods of heat transfer.

Service Activity:

Student will provide weather stripping winterizing service for homes of elderly, sick or otherwise needy persons who cannot afford the service of a commercial builder.

Reflection:

Student will list specific service provided. If possible or permissible, they will compare heating and electric costs before and after service for savings evaluation. Students will discuss how this effort will affect the quality of life in their community.

Celebration:

Students will receive recognition from newspaper/television.

Course:
Physical Science, Physics, Physics for the Technologies

Level:
9th - 12th Grades

Type of Service:
Direct

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

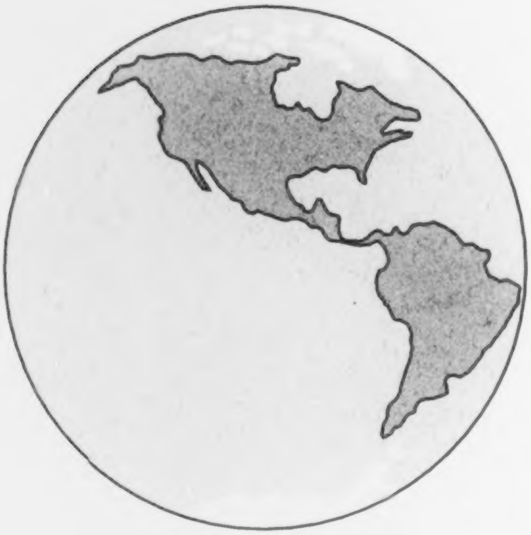
Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

SOCIAL STUDIES



Course:
Sociology, Psychology

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
- Develop skill in peer tutoring.
- Learn to plan activities that provide variety in tutoring sessions.

Resources Needed:

Tutoring materials, time cards for monthly reports, notebook and a camera.

Preparation for Service Activity:

Students will attend a 10 hour tutor training workshop. Certificates will be awarded when training is completed. Students will participate in services provided by an approved literacy program.

Service Activity:

Students will tutor peers 2 to 4 hours per week during the school year.

Reflection:

Students will keep a journal. Photos will be taken periodically for display at the celebration.

Celebration:

Student tutors, their students and families will be honored at a year-end celebration of their accomplishments. Testimonies will be given by the peer students and their tutors. Certificates of appreciation will be presented to the student tutors.

Course:
Civics

Level:
9th - 12th Grades

Type of service:
Indirect/Advocacy

Student Goals:
The Student will:
- Improve writing skills.
- Develop an increased awareness of infant morality.

Resources Needed:
Speaker, video camera and tape, camera, VCR and television.

Preparation for Service Activity:
The teacher will provide the students with a recent article giving the statistics for infant mortality rate for the state. The teacher will arrange for a speaker from the Health Department to address the class on the problem of infant mortality and possible solutions.

Service Activity:
The class will participate in the local March of Dimes' Walk America: For Healthier Babies to help the organization raise money. Students will organize a fund-raiser to support the March of Dimes.

Reflection:
The students will make a video of their fund-raising activities culminating with the March of Dimes Walk.

Celebration:
Students will display their video at the local March of Dimes celebration.

Course:
Geography

Level:
9th Grade

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
- Improve writing skills.
- Improve map reading skills.

Resources Needed:
Recruiter as speaker, paper, pencil, world map, envelopes, stamps, magazines, tape, glue, scissors, construction paper, tri-fold boards, stapler and staples.

Preparation for Service Activity:
A military member will be invited to talk to the class about the military and the various U.S. bases around the world. Students will locate his/her soldier's assigned base on a central map.

Service Activity:
The students will become involved in a program called "Adopt-a-Soldier" available through Ann Landers or Dear Abby. The students will be given class time (approx. once a week) to write to an assigned soldier. They will correspond throughout the eighteen week period.

Reflection:
The students will create a collage based on their soldier. It will include a drawing of the area from which the soldier is writing and anything that relates or reminds the student of their soldier. Each student will present his/her collage to the class.

Celebration:
The teacher will display all collages around the classroom and school. If possible, upon return to the United States, the soldier will visit the classroom and talk to the students about his/her experiences.

Course:
Civics, Biology

Level:
9th Grade

Type of Service:
Indirect

Student Goals:
The Student will:
Develop pride in community.
Understand the impact humans have on the environment.

Resources Needed:
Dependent on work needed at the chosen site.

Preparation for Service Activity:
Areas for ecological improvement will be selected. The number of workers and equipment needed for each project will be determined by the students with guidance from the teacher.

Service Activity:
Students will establish a Community Pride Team. A survey of elementary, junior high and high school students along with concerned adults will be taken. Students will work to clean up chosen areas.

Reflection:
Students will keep a journal. They will participate in group discussions addressing such issues as: Did team efforts prevail? Were projects too cumbersome? Were financial means needed for improvements? Are sponsors or fund raisers necessary? What impact did the teams have on positive environmental concerns?

Celebration:
A scrapbook of before and after photos of various jobs will be kept. The photos will be used for publicity. A video of the students/teachers participating in the program will be made showing the "before and after" effects. A bulletin board/display case will be constructed at the site showing before and after photos.

Course:
History

Level:
9th - 12 Grades

Type of Service:
Direct

Student Goals:
The Student will:
- Increase knowledge of local historical sites.
- Improve research skills.

Resources Needed:
Local histories, historians, docents, newspaper files, textbooks and pamphlets.

Preparation for Service Activity:
The teacher will provide reference sources to be used in class. He/she will schedule times that students can research newspaper files. A list of local historians who will work with students will be compiled. Arrangements will be made for docents to present tips to the class on how to conduct tours.

Service Activity:
Students will serve as guides for younger students who are touring local historic sites.

Reflection:
Each student will write a narrative guide of the his/her chosen site. The writings will be compiled into a series of pamphlets on local historic sites of interest.

Celebration:
The students will present their pamphlets to the local historical agencies, Visitor's Centers and the state's Welcome Centers.

Course:
U. S. History,
Social Studies

Level:
9th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:

Increased knowledge of local history and government.
Improved understanding of research techniques.

Resources Needed:

Local historian, local genealogist, Social Studies teacher, appropriate text and materials and a cemetery with graves at least 100 years old.

Preparation for Service Activity:

A member of the local museum staff or member of the local historical society or genealogist will speak to the class giving the class a survey of local history. Students will take a tour of the local museum and local points of historic importance, including cemeteries. The Social Studies teacher will assist in helping students incorporate the local history into the broader view of American History.

Service Activity:

Students will "adopt" a grave at least 100 years old. He/she will research the life and times of their person and write a history.

Reflection:

Students will compile their histories into a history of the local cemetery.

Celebration:

Students will present their histories to a local genealogical society to be used in the future.

Course:
Government, Civics,
U S History

Level:
9th - 12 Grades

Type of Service:
Direct/Advocacy

Student Goals:
The Student will:

Develop an appreciation of the right to vote.
Understand voting procedures.

Resources Needed:

Appropriate text, subject area teacher and a representative from the local voter registration office.

Preparation for Service Activity:

The classroom teacher will lead the students through the study of American voting procedures. Covered will be the why, how and history of voting within the United States. A representative from the local voter registration office will visit the class and discuss voter registration and balloting within the community. The representative will explain the procedure and paperwork involved in voter registration. The representative will also cover the duties of a local poll worker.

Service Activity:

Students will work a designated number of hours with voter registration. They will assist prospective voters with completion of necessary paperwork for registration. Students will also serve as poll workers. They will assist voters in the operation of voting machines and in the verification of registration rolls.

Reflection:

Students will share experiences through class and small group discussion. The student will write a letter to the editor of a newspaper stating his views on voting.

Celebration:

A recognition function will be held the day after the election. Students who participated in the registration drive and as poll workers will receive certificates of recognition.

Course:
Psychology

Level:
9th - 12 Grades

Type of Service:
Direct

Student Goals:
The Student will:

Understand factors involved in mental retardation.

Gain knowledge of facilities available for the adult mentally retarded.

Learn skills needed to work with and assist the adult mentally retarded complete meaningful work skills tasks.

Resources Needed:

Teacher, appropriate materials, representatives from an adult developmental center.

Preparation for Service Activity:

A psychology teacher will cover mental retardation including causes, degrees, effects and the accommodation and adaptation of the retarded citizen to everyday life. A member from a group such as the Association for Retarded Citizens will speak to students as to how the community provides assistance to the mentally retarded. A staff member from a day facility or residential facility will speak to students about the purpose of the facility and the activities there for the clients. Students will be trained to teach work skills to developmentally delayed clients.

Service Activity:

Students will work a designated number of hours in a developmental center. They will assist the clients with learning and completing their work skills tasks.

Reflection:

Students will keep a journal of activities and impressions. There will be class and group discussion of activities.

Celebration:

Students will receive certificates of appreciation from the Center. A recognition function for both the students and clients will be held at completion of the training sessions.

Course:
Psychology, Child Development

Level:
9th - 12 Grades

Type of Service:
Direct

Student Goals:
The Student will:

Know circumstances and factors involved in child abuse and neglect.

Resources Needed:

Materials on child abuse and neglect, representative from a local shelter home for abused and neglected children.

Preparation for Service Activity:

Students will engage in teacher led study and discussion of factors and circumstances involved in child abuse and neglect. A representative from a local shelter home for children will explain how the home serves abused and neglected children. Students will be trained in teaching techniques appropriate to abused/neglected children.

Service Activity:

Students will supervise play sessions at a local shelter.

Reflection:

Students will maintain a journal of activities and impressions. There will be class and small group sharing of experiences at the shelter home.

Celebration:

Students will be awarded certificates of recognition. A seasonal appropriate party for both the children and students will be held at the shelter.

Course:
Sociology, Psychology

Level:
9th - 12 Grades

Type of Service:
Direct

Student Goals:
The Student will:

Know problems of the elderly in American society.

Know local agencies involved in the care of the elderly.

Develop skills needed to assist homebound elderly citizens.

Develop an appreciation and sensitivity to the problems of the elderly citizen.

Resources Needed:

Appropriate text, teacher and a representative from a local seniors group such as the Council on Aging.

Preparation for Service Activity:

The teacher and class will discuss the problems encountered by senior citizens in society. A representative from a local group such as the Council on Aging will discuss how the problems of senior citizens are being addressed within the community.

Service Activity:

Students will volunteer a designated number of hours to visit and assist homebound senior citizens within the community. Students' activities may include running household errands, reading to the homebound citizen, visiting and providing necessary transportation to the doctor, grocery store, bank, etc.

Reflection Activities:

Students will maintain a journal of activities, experiences and impressions. They will write a 3 to 5 page paper discussing in detail one of the many problems facing the elderly. Students as a group will prepare a collage that addresses the activity, covering such things as problems of senior citizens, student activities and photograph highlights.

Celebration:

All the students and senior citizens will plan an appropriate activity where the reflection collage will be displayed.

Student Goals:
The Student will:
Understand the skills necessary to work in an office and to deal with the public.

Resources Needed:
Teacher(s), appropriate texts.

Preparation for Service Activity:
Classroom instruction and practice will include dressing for the job, telephone etiquette, filing and the duties of a receptionist.

Service Activity:
Students will serve as volunteers in a local Department of Social Services office and will assist with filing, telephone and receptionist duties.

Reflection:
Students will produce a booklet of office procedures and etiquette to be used by future volunteers.

Celebration:
Certificates will be presented to volunteers.

Course:
Sociology, Office Occupations

Level:
9th - 12th Grades

Type of Service:
Indirect

Course:
Psychology, History

Level:
9th - 12 Grades

Type of Service:
Direct

Student Goals:
The Student will:
Increase knowledge of music.
Improve interpersonal skills.

Resources Needed:
Teacher(s), appropriate texts and reference materials, person familiar with musical "standards" in popular music and hymns, video camera, tapes and musical instruments.

Preparation for Service Activity:
Students will obtain musical selections appropriate to the ages and interests of the senior citizens.

Service Activity:
Students will learn to play or find someone to play these selections so that clients at the senior citizens' center can have a sing-along. This can be a one-time event or one that becomes a regular event. The sing-along will be recorded and a copy made for the senior citizens' center. Senior citizens will be encouraged to share memories associated with the music.

Reflection:
Each student will keep a journal. Through journal reflection, the students will recall responses to different pieces as they evoked different memories for different people. They will make a video with the senior citizens talking about memories associated with the music.

Celebration:
An "Opening Night Party" to view their video memory will be held with students and senior citizens.

Course:
Social Studies,
Home Economics

Level:
9th -12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Develop social concern and responsibility to people in the community.

Resources Needed:

Transportation to pick up items from donors and deliver them to needy people in the community and storage space for items collected such as clothes, toys and food.

Preparation for Service Activity:

Students will make a list of people who will help in transportation and donating items. They will collect the items and store them until distribution. Students will make a list of needy people to whom the items will be delivered.

Service Activity:

Students will distribute collected items to the needy people on a designated day.

Reflection:

Students will meet and discuss the problems they faced in transportation and in the collection and delivery of items. Each student will have an opportunity to suggest other ways to provide assistance to needy people.

Celebration:

In recognition of services rendered by students, the city mayor will be invited to speak at a dinner party. He will talk to students individually and present them a certificate of appreciation for their care and support to needy people. Parents of the students and local leaders will provide the expenses for the party.

Course:
Social Studies, English

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Improve language and communication skills.

Resources Needed:
Classroom space, audio-visual materials that will promote self-esteem, personal responsibility and motivation in socially isolated and shy individuals.

Preparation for Service Activity:
The teacher will meet counselors and key teachers to seek their assistance for peer mentoring program for students. A list of peer mentors who have recommendations from teachers and counselors will be prepared.

Service Activity:
Students will mentor identified students two days a week after school hours for three months. They will work with shy students on a one-to-one basis and encourage them to express themselves.

Reflection:
A weekly meeting will be held in which students will discuss what problems they faced in tutoring other students.

Celebration:
A luncheon will be held in the school cafeteria. Both groups of students, parents, teachers, counselors and selected community leaders will be invited to the luncheon.

Course:
Social Studies, Mathematics, English

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Develop effective communication skills.

Learn how to provide middle school children guidance and support in their school work.

Resources Needed:

Transportation, classroom space, a variety of audio-visual materials that deal with motivation, self-esteem, self-discipline, and study skills.

Preparation for Service Activity:

The teacher will obtain from middle school counselors a list of students who have lost interest in school work. Parents of these students will be contacted to make suitable arrangements for time and transportation to hold classes.

Service Activity:

Students will act as "Big Buddies" to middle school students and provide needed instructional guidance and emotional support to them after school hours. They will also take these children to places such as museums and historical sites on alternate Saturdays.

Reflection:

A monthly meeting will be held for persons who serve as "Big Buddies." They will discuss problems encountered and reflect on needs of these children and ways to improve services for these children.

Celebration:

A pot-luck dinner will be held. Parents of the middle school students and leaders of the community will be invited. A special guest will present a certificate to each participant for completing the training. "Big Buddies" will receive a certificate of appreciation for the community service rendered.

Course:
Social Studies

Level:
9th - 12th Grades

Type of Service:
Direct/Indirect

Student Goals:
The Student will
Develop an understanding of the needs of homebound people.
Use his/her time more effectively.

Resources Needed:
Transportation.

Preparation for Service Activity:
Students will contact the local Department of Social Services and obtain a list of homebound individuals. They will contact each homebound person to find out time and place where services are to be rendered. Each student will work with two homebound people for a year.

Service Activity:
The students will check daily on the homebound people by telephone. They will also run errands for them weekly.

Reflection:
Students will record the services performed in journals. They will meet together every month to discuss the problems encountered in providing services for homebound people and the special needs of these individuals.

Celebration:
At the end of the school year, a luncheon will be held for students and homebound people. The director of local Social Services Department and other leaders of the community will be invited to the luncheon. The Director of Social Services will present certificates of appreciation in recognition of their community services.

Course:
Civics

Level:
9th - 12th Grades

Type of Service:
Direct/Indirect

Student Goals:
The Student will:
- Increase sense of social responsibility.
- Improve writing skills.

Resources Needed:
Cleaning materials for toys which are donated, vehicles to deliver toys and Country Santa.

Preparation for Service Activity:
Students will see a slide show on Country Santa. Country Santa will visit class. Students will then tour the Country Santa workshop. Two workdays will be scheduled. Delivery will be Dec. 24.

Service Activity:
Students will obtain, repair and deliver toys with Country Santa before Christmas.

Reflection:
Students will write a story about "Christmas with Country Santa."

Celebration:
Students will be guests at a pizza party.

Course:
Civics

Level:
11th - 12th Grades

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
- Improve writing skills.
- Improve communication skills.
- Develop basic drama skills.

Resources Needed:
Drug information kit, skit booklets (written by students) and props for skits.

Preparation for Service Activity:
Students will take a mini course in drama and drugs. Teachers will schedule both courses and secure teachers or speakers. Teachers will obtain Drug Kit from PCCADA so the students will use accurate information in skits. Teacher will provide samples of previously written skits that are appropriate.

Service Activity:
Students will perform their own drug-free show in various elementary, junior and senior high schools and various community centers.

Reflection:
Students will discuss the questions they were asked at the performance. They will respond to written letters.

Celebration:
On class day, the students will be awarded special gifts and plaques for their contributions to promoting a drug-free lifestyle.

Course:
Civics

Level:
11th - 12th Graders

Type of Service:
Direct

Student Goals:
The Student will:
Improve interpersonal skills.
Improve reading skills.

Resources Needed:

Book on learning styles and phonetics, and a person from the local history association.

Preparation for Service Activity:

A teacher will contact a person from the Literacy Association to come to teach students how to tutor reading. The teacher will arrange tutoring sessions and match tutors with students from a local elementary school.

Service Activity:

Students will begin "Each One Teach One" by reading out loud to local elementary school students. They will work on an individual basis with students who are having a hard time reading.

Reflection:

Students will write letters monthly to their assigned pupil reflecting on the progress the student is making and encouraging the student to keep reading.

Celebration:

At the end of the year the tutors will present each elementary student who has read five books with an award.

Course:
Sociology, Psychology, Health, Math, Language Arts

Level:
9th - 12 Grades

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Understand the importance of knowing one's community when the entire community is asked to participate in a specific undertaking.

Understand that each must do his/her part for the common good of the community.

Resources Needed:

Classroom, teacher, resource person from United Way, *The Measure of Our Success* by Marian Wright Edelman and other books, articles and videos on community service.

Preparation for Service Activity:

Students will research United Way, its purpose, its governance and its use of volunteers. They will also find out which local organizations are members of the United Way and what their purposes are. The psychology of giving, the reasons for community service and the need for charitable organizations will be discussed.

Service Activity:

Students will participate in the local United Way campaign, either through helping to organize neighborhood solicitation or by becoming involved in the solicitations.

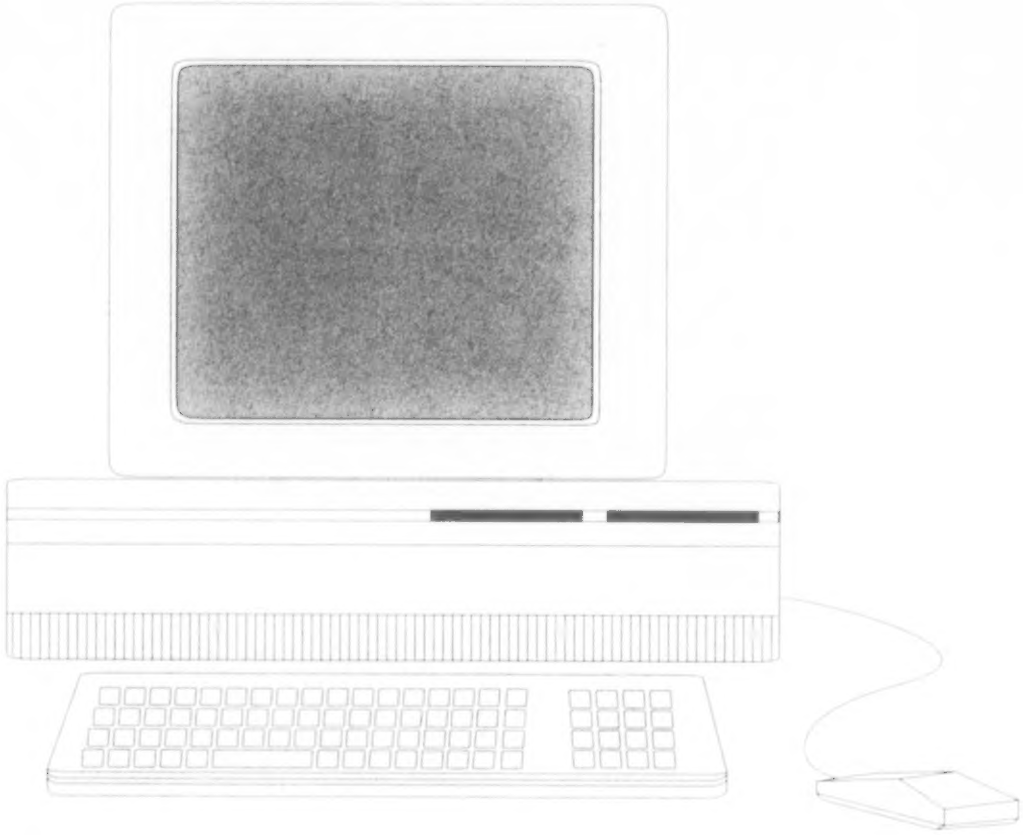
Reflection:

Students will discuss the reactions of people being asked for contributions or pledges. They will discuss possible reasons for these reactions and the benefits the community will receive from this activity.

Celebration:

The names of the student volunteers will be listed in news articles regarding United Way. The students will derive satisfaction from knowing that they have indeed made valuable contributions to the community.

ELECTIVES



Course:
Industrial Arts

Level:
9th grade

Type of Service:
Indirect

Student Goals:
The Student will:
Learn the skills necessary to plan and build ramps.
Develop the skills necessary to compute the angles, inclines and measurements for the planning and building.
Develop an understanding of the handicaps and needs of the children at the Child Development Center.

Resources Needed:
The woodworking shop, the materials needed to make the ramps and guest speakers from the Center.

Preparation for Service Activity:
The students will study the construction techniques for building ramps. They will look at the site and plan where and how to put the ramps to be of most use. They will study the handicapping conditions of the children who need the ramps. The Industrial Arts teacher will research all requirements and restrictions that apply to ramps before students begin to build.

Service Activity:
Students will build ramps for the children at the Child Development Center.

Reflection:
The students will have ongoing group discussions with other members of their class.

Celebration:
There will be a reception at the Child Development Center for the children, parents, principals, teachers and the Boards of Trustees at both schools.

Course:
Industrial Arts Class

Level:
High School

Type of Service:
Direct

Student Goals:
The Student will:
- Develop social and interpersonal skills.
- Improve skills of carpentry and the use of the specific tools associated with carpentry.
- Increase knowledge about senior citizens.
- Improve communication skills.

Resources Needed:

Local high school industrial arts class, list of needy senior citizens whose residences may be in need of minor repair and appropriate materials for repair work.

Preparation for Service Activity:

An industrial arts instructor will insure that students have gained sufficient skills to perform the tasks that will be assigned. Contact with local agencies for guidelines on housing for the elderly and with senior citizens at local senior center will be made .

Service Activity:

Students will go out to senior citizens' homes and make an assessment of what is in need of repair. They will determine what tools and materials will be needed. Work will begin at the earliest possible date once it has been coordinated with the occupants.

Reflection:

Students will take before and after pictures. They will write a one page summary of how they felt about doing the work. They will talk to other students who might be interested in doing this sort of activity.

Celebration:

Certificates of appreciation and certificates of completion will be given.

Course:
Industrial Arts, Math

Level:
10th - 12th Grades

Type of Service:
Indirect

Student Goals:
The Student will:
- Demonstrate a concern for others.
- Develop an understanding of different life situations.

Resources Needed:
Lumber, nails, slide rulers and transportation.

Preparation for Service Activity:
The students will determine areas throughout the community where ramps to facilitate the disabled are needed. Students will secure permission to build ramps, measure areas for exact sizes and contact lumber companies for lumber donations. The Industrial Arts teacher will research all requirements and restrictions that apply to ramps before students begin to build.

Service Activity:
The students will build ramps and distribute them to places that agreed to accept them.

Reflection:
Students will discuss the need for the ramps and how their contribution might make a difference.

Celebration:
A banquet will be held. A representative from the Department of Disabilities and Special Needs will be the guest speaker.

Course:
Industrial Arts, Math

Level:
9th - 12th Grades

Type of Service:
Indirect/Direct

Student Goals:
The Student will:

- Learn to use a tape measure and level.
- Develop skills in determining the amount of materials to purchase.
- Determine appropriate degree of incline for ramp.

Resources Needed:

2' x 4' and 2' x 6' treated lumber, nails, hammer, tape measure, saw, shovel, square and level.

Preparation for Service Activity:

Students will learn how to build a ramp and how to determine the appropriate amount of materials needed. They will check with the Department of Social Services to determine clients with the greatest need. Students will get permission from parents to leave school grounds during class. Scale model of ramp will be drawn. A photographer will be called. The Industrial Arts teacher will research all requirements and restrictions that apply to ramps before students begin to build.

Service Activity:

Students will build a handicap ramp for a Department of Social Services client.

Reflection:

The scale model drawing of ramp will be placed in the industrial arts class notebook. Students will write about the reaction of client after ramp is built and their own reactions to the project.

Celebration:

The photographer will take pictures during the building of the ramp. The picture of the client and students will be placed in the school annual.

Course:
Journalism

Level:
12th Grade AP students

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
Improve their journalism skills.

Resources Needed:
Articles from various newspapers.

Preparation for Service Activity:
The teacher will discuss how to write for publication.

Service Activity:
The students will write a non-profit organizational press release to be published in the local school newspaper, write Christmas cards to senior citizens and write announcements for community events.

Reflection:
The class will read and discuss what they have written and make changes for improvement.

Celebration:
Certificates of recognition will be given at the Senior Awards Banquet.

Course:
Spanish

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Develop an understanding and appreciation of people from a wide range of backgrounds and life situations.

Resources Needed:

Pinata and textbook.

Preparation for Service Activity:

The teacher will review lessons in Spanish.

Service Activity:

Students will tutor other students in Spanish after school. They will select a pen pal to write to in a Spanish speaking country.

Reflection:

Students will participate in class discussions on the success or failure of the tutorial program.

Celebration:

Students will make a pinata and fill it. Students will participate in breaking the pinata.

Course:
Spanish

Level:
9th - 12th Grade

Type of Service:
Direct

Student Goals:
The Student will:

Improve communication skills.
Improve and gain partial fluency in Spanish.

Resources Needed:

Fourth grade class at local elementary school, appropriate material that is colorful and suitable to pique the interest of fourth graders and transportation to the elementary school.

Preparation for Service Activity:

Posters for use in classroom will be prepared. Suitable hand-outs for students to use at home or later in class will be gathered. In-class activities for students will be prepared.

Service Activity:

Students will teach fourth grade students basic words in Spanish, such as greetings, numbers, days of week, etc. They will teach the children, in Spanish, a simple song that they are familiar with in English and read a story substituting certain words with Spanish words.

Reflection:

Students will keep a journal of how each teaching session goes. They will volunteer to do the same activity at local community preschool. A student of Spanish background will speak to children at a class session.

Celebration:

A short program to illustrate to parents what students have learned will be held. Students will dress in traditional Spanish dress. Certificates of completion will be awarded.

Course:
Career Education

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Develop skills in reading and interpreting facts about careers.

Resources Needed:

Career books, dictionary of occupational titles and magazines.

Preparation for Service Activity:

A lesson that teaches students how to use occupational resource materials will be presented. Students will make a list of occupations in which they are interested. From that list each student will select one of their choices for further study.

Service Activity:

Students will adopt a 7th grade class with which career planning will be discussed. The students will work with the adopted class during study period, helping them to select and develop a list of careers and assist them in identifying career preferences.

Reflection:

The students will observe someone in an occupation of their choice.

Celebration:

In an assembly program, each student will demonstrate the role or the occupation he/she has chosen. A certificate will be given to each student and refreshments will be served.

Course:
Child Development, Parenting, Family Life, Home Economics, Language Arts

Level:
High School

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Learn what to expect of children developmentally and socially from the ages of five through eleven.

Resources Needed:

Teachers and appropriate texts; materials from the local health department; magazines and magazine articles dealing with children.

Preparation for Service Activity:

Classroom instructor will cover child development from ages five through eleven, the ages served in afterschool programs. Additional reading will broaden the students' understanding of what to expect from this age child. Background investigation, physical examination, and tuberculosis tests according to state requirements will be performed on students whose service will be direct.

Service Activity:

Students will observe and work with children in after-school care. Some may prepare activity packets, make props for the drama center, or set up the snacks.

Reflection:

Each student will keep a journal noting children's responses to different situations and the behaviors that were specific to each age group. Students will meet and discuss the following questions: Did children do what you expected? Are there any additional supplies that would be helpful for a specific age group? What supplies? What age group? What type of discipline did you see? Based on your reading, was the discipline appropriate for the offense or for the age of the child?

Celebration:

Student volunteers and children will enjoy an ice cream party at snack time.

Course:
Child Development

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Understand after-school programs-the needs and functions.

Know kinds of factors involved in the social and intellectual development of the school-age child.

Develop insight into skills needed to work with the school-age child.

Resources Needed:

Child development teacher, appropriate materials and a staff member from an after-school child care program.

Preparation for Service Activity:

The classroom teacher will cover with the class the developmental period of child development for ages five to eleven. Topics covered will be physical, emotional, intellectual, and social development. After this classroom preparation, a staff member from an after-school child care center will visit the class and will introduce the students to the different aspects of the program and will explain how the students could best assist as volunteers in such a program.

Service Activity:

The students will serve as volunteers in an after-school child care program. Activities of student volunteers would include assisting students with homework, teaching and organizing games and recreational activities.

Reflection:

Students will make reflections through journals, class discussions and by responding to specific questions concerning observations and experiences.

Celebration:

Students will prepare a bulletin board at the school highlighting activities shared with the students in the after-school program. The experiences will also be celebrated through school newsletters and school district newsletters.

Course:
Art

Level:
9th Grade

Type of Service:
Advocacy

Student Goals:

The Student will:

Learn the characteristics of good child care.

Learn about the resources and facilities needed to provide quality care for young children.

Learn about advertising campaigns.

Resources Needed:

Art materials and guest speakers from the Child Development Center.

Preparation for Service Activity:

The students will be taught about poster making and the use of the necessary media. They will have guest speakers to tell them about the Center.

Service Activity:

Students will make posters and advertise the needs of the Child Development Center.

Reflection:

The students will have small group discussions about what they feel they have accomplished with their posters. This will be ongoing throughout the project as they will be doing several campaigns through the year.

Celebration:

There will be a reception at the Child Development Center.

Course:
Auto Repair

Level:
High School

Type of Service:
Indirect

Student Goals:
The Student will:

Learn to perform a tune up and change oil.

Resources Needed:

Spark plugs, air filter, oil, oil filter, points and various other parts.

Preparation for Service Activity:

Students will identify community people with low or fixed incomes and community based organizations with cars that need service.

Service Activity:

Students will perform tune-ups and change the oil in cars of people with low or fixed incomes and on community based organizations' vehicles.

Reflection:

Students will participate in class discussions. They will make a list of how they feel helping others. Some issues they will address are: Was it worth it? What was it really for? How did it make you feel?

Celebration:

The students will have a party at the school auto repair shop.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Direct

Student Goals:
The Student will:

Increase understanding of how the court system operates.

Resources Needed:

Writing material, VCR, video tapes, television, court related items, costumes and guest speakers.

Preparation for Service Activity:

Guest speakers will address the class on the cause and consequences of shoplifting. Students will participate in mock trials. A list of duties, assignments and an activities timeline will be prepared.

Service Activity:

Students will present a mock trial for under class students. They will explain the problems of shoplifting and consequences associated with it.

Reflection:

Students will keep journals, addressing such issues as: What occurred during the entire project? What does this project mean to me? What could be done next? How will the underclass student and the community benefit from this project?

Celebration:

Students will be served light refreshments upon project completion. They will receive recognition from assisting agencies and their school.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Advocacy

Student Goals:
The Student will:

Learn the skills necessary to write an advocacy letter.
Improve research skills.

Resources Needed:

Writing material, DUI/DWI (Driving Under the Influence/Driving While Intoxicated) handout materials, postage and local alcohol agency guest speakers.

Preparation for Service Activity:

Guest speakers will talk to the students about the problems of DUI/DWI. Students will research the problem and discuss potential solutions. They will learn how to write an effective advocacy letter.

Service Activity:

Students will research and prepare letters that will attempt to produce changes for increased guidance, counseling, and medical treatment for DUI/DWI offenders. They will support their position with research. An ultimate goal is to reduce DUI/DWI violations.

Reflection:

Students will keep journals, addressing such issues as: What occurred during the entire project? What does this program mean to me? What could be done next? How will this benefit me and our society?

Celebration:

Students will receive refreshment coupons. They will receive recognition from the school administration and related agencies.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Advocacy

Student Goals:
The Student will:
- Learn the skills necessary to write an advocacy letter.
- Improve research skills.

Resources Needed:
Writing materials, Alcohol Law handouts, postage and guest speakers.

Preparation for Service Activity:
Guest speakers from a local alcohol agency and alcohol enforcement will talk to the students about the problems of alcohol and minors. Students will research the problem and discuss potential solutions. They will learn how to write an effective advocacy letter.

Service Activity:
Students will prepare and send advocacy letters to the proper officials who have responsibility for the enforcement of laws related to alcohol and underage persons. They will support their positions with research. An ultimate goal is to reduce easy access and consumption by minors.

Reflection:
Students will keep journals, addressing such issues as: What occurred during the entire project? What does this program mean to you? What could be done next? How will this benefit you and your community?

Celebration:
Students will receive recognition from the school administration and related agencies.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Advocacy

Student Goals:
The Student will:
Understand the Litter Laws.

Resources Needed:
Writing materials, markers, poster sheets, VCR, video tapes, television and a guest speaker.

Preparation for Service Activity:
Students will identify types of litter and litter expenses. They will analyze reasons for litter and the effects on their lives. Students will learn how to make videos, posters and drama skits. Assignments, duties and timeline will be prepared.

Service Activity:
Students will implement a school and community litter prevention program - OPERATION "PUT" Pick Up Trash - to PUT litter in the proper place!

Reflection:
Students will keep journals, addressing such issues as: What happened during the entire "PUT" program? What does this program mean to me? What will I do next to continue the program? How did this benefit me, our school and our community?

Celebration:
Students will be served light refreshments upon completion of the project. They will receive recognition from the PTA/PTO, school newspaper and related agencies.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Indirect/Direct

Student Goals:
The Student will:

Understand the procedures for reporting suspicious incidents.

Resources Needed:

Writing materials, VCR, video tapes, television and guest speakers.

Preparation for Service Activity:

Students will learn how to identify suspicious incidents and how to properly report these incidents. They will learn how to make videos and do drama skits. Guest speakers will talk to the students about suspicious incidents, how to recognize them and how to report them. Duties will be decided on and a timeline schedule prepared.

Service Activity:

Students will implement a program to train others in the proper manner for reporting suspicious incidents.

Reflection:

Students will keep journals, addressing such issues as: What happened during the entire process? What does this mean to me? What did I learn that will help the individuals I instructed?

Celebration:

Students will be served light refreshments upon completion of the project. They will receive recognition from law enforcement and school personnel.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
Develop an understanding of the mediation process.

Resources Needed:
Writing materials, VCR, video tapes, television and mediation handout materials.

Preparation for Service Activity:
Students will learn to identify and analyze conflict situations. They will receive mediation training and learn how to prepare video tapes that role play conflict situations. Assignment and timeline schedules will be prepared.

Service Activity:
Students will implement a program of training in mediation using role playing and video tapes.

Reflection:
Students will keep journals, addressing such issues as: What occurred during the entire project? What does mediation mean to me? What will I do if a conflict occurs?

Celebration:
Students will be served light refreshments upon completion of the project. They will receive recognition each time they resolve a conflict.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
Understand the cost of vandalism.

Resources Needed:
Writing materials, VCR, video tapes, television, poster sheets and markers.

Preparation for Service Activity:
Students will identify types of vandalism and their cost. They will analyze the reasons for vandalism. Students will be taught how to make videos, posters and to do drama skits. A schedule of duties, assignments and an activities timeline will be made.

Service Activity:
Students will implement a school vandalism prevention program.

Reflection:
Students will keep journals, addressing such issues as: What happened during the entire process? What does this mean to me? What will I do next to prevent school vandalism and change negative behavior?

Celebration:
Students will receive recognition from the school paper and PTA/PTO.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Develop an understanding of how crime can be reduced.

Resources Needed:

Writing materials, crime prevention materials, guest speakers, and tools for related activities.

Preparation for Service Activity:

Students will identify individuals to be trained. Crime prevention speakers will address the class on methods to use to prevent crime. Students will receive training in crime prevention. Timelines and deadlines will be determined.

Service Activity:

Students will implement a crime prevention project to help members of the community.

Reflection:

Students will keep journals, addressing such issues as: What happened during the project? What does this mean to me? What will I do next to help individuals prevent crime and improve their security.

Celebration:

Students will be served light refreshments upon completion of the project. They will receive recognition from the school newspaper and PTA/PTO.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Direct

Student Goals:
The Student will:

Develop an understanding of the needs of senior citizens.
Identify community resources for senior citizens.
Demonstrate better communication skills.

Resources Needed:

List of phone numbers for homebound senior citizens and telephones.

Preparation for Service Activity:

Students will do research on the needs of senior citizens. They will learn and practice listening skills and patience. A calling schedule will be established.

Service Activity:

Students will organize a homebound senior citizen assistance program. They will call homebound senior citizens daily to check on their well being and to talk with the senior citizens who often have little contact with the outside world.

Reflection:

Students will participate in class discussions. They will address such topics as: Is this service meeting a need for the homebound senior citizen? Are phone calls made regularly or sporadically? Should phone visitations advance to home visitations? How does this effort affect the quality of life for a homebound senior citizen?

Celebration:

For a special occasion (birthday, Christmas, Valentines day, etc.) students will visit the homebound senior citizen and bring them a special treat.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Indirect

Student Goals:
The Student will:
- Identify local plant and animal life.
- Identify endangered species.
- Develop industrial arts skills.

Resources Needed:
Financial support, wood, plexiglass and Forestry Department.

Preparation for Service Activity:
Students will research various plants and animals in the area for identification purposes. Students will decide on the design of the display cases.

Service Activity:
Students will design and construct a nature trail, identifying specific trees, flowers, wildlife habitats and past human made formations in an area adjacent to the school. They will construct display cases for the school and maintain the cases with samples from the nature trail.

Reflection:
Students will meet and discuss what will be needed to maintain and enhance the nature trail. They will discuss the benefits the public will receive from this project.

Celebration:
A ribbon-cutting ceremony will be held at the completion of the trail. All students and people from the community will be invited to participate.

Course:
Law Related Education

Level:
9th Grade

Type of Service:
Direct

Student Goals:
The Student will:
- Learn what the legal responsibilities of parents/guardians are.
- Recognize threatening situations for latch-key children.

Resources Needed:
Meeting place, transportation, chalkboard and basic information on protection for latch-key children.

Preparation for Service Activity:
Students will discuss risky situations that they have encountered. They will make a checklist of all the basics that should be covered in the survival skills class. A timeframe for teaching the survival skills class will be determined. An infrastructure will be organized-group learning, partners, one on one, etc.

Service Activity:
Students will organize and teach a survival skills class for elementary-aged latch-key children.

Reflection:
Students will meet and discuss how effective they feel the class was: Were goals accomplished? Were students' fears addressed on their level? What could have been done differently? Students will set up monthly meetings with those attending the survival skills class to discuss any new situations that have been encountered.

Celebration:
Students will hold a make your own ice-cream sundae party for the latch-key children once a month.

Course:
Home Economics

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Learn to follow a recipe to bake cookies.
Increase their understanding of the elderly.

Resources Needed:

Overhead projector, transparency film, overhead pens, index cards, pen, oven, bowl, mixer, sink, recipe ingredients (provided by school), cookie sheet, camera, film, bulletin board, paper, stapler and staples.

Preparation for Service Activity:

The teacher will promote a discussion on the elderly and the aging process. The teacher will present a low cholesterol cookie recipe on the overhead projector, which students will copy on the index cards. The students will be paired off for the baking process. The teacher will call the nursing home to talk to the director about the activity and make necessary arrangements.

Service Activity:

Students will bake low cholesterol cookies and take them to the local nursing home to share with the elderly residents as they visit with them.

Reflection:

Students will participate in class discussions. They will talk about how they felt about this service activity and about sharing and visiting with the elderly residents of the nursing home.

Celebration:

Students will create a bulletin board using the pictures that were taken of the activity.

Course:
Home Economics,
Food Service

Level:
11th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:

Learn to prepare and serve a meal using proper equipment and utensils.

Resources Needed:

Room, cooking utensils, food, dishes, chairs and table, silverware, guest speaker from a shelter and cookbooks.

Preparation for Service Activity:

The teacher will distribute cookbooks and other recipes for food preparation. Teacher and students will decide on the menu. A social worker will discuss homelessness and state the nutritional needs of the homeless.

Service Activity:

Students will prepare a meal to serve to the homeless who are present at the shelter during the day.

Reflection:

Students will discuss their feelings about the homeless situation.

Celebration:

Students will eat along with the homeless they served.

Course:
Home Economics,
Food Service

Level:
11th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Demonstrate correct table manners.

Resources Needed:
Complete place settings for two including china, silverware, napkins and glasses.

Preparation for Service Activity:
The teacher will demonstrate the proper way to set a table, model table conversation and teach appropriate table etiquette. Furthermore, the teacher will point out the social and professional benefits associated with proper table etiquette.

Service Activity:
High school students will visit a middle school and demonstrate proper etiquette to fifth and sixth graders.

Reflection:
Students will discuss how what they have learned has effected their attitudes about eating at more formal restaurants. They will compare their own learning with that of the fifth and sixth graders they worked with.

Celebration:
The class and the participating students from the middle school will eat at a formal restaurant to practice what they have learned.

Course:
Home Economics,
Family Living

Level:
10th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Develop an understanding of how to care for younger children.
Develop sense of responsibility.

Resources Needed:
Room, toys, games and transportation.

Preparation for Service Activity:
The students will discuss simple health and safety rules that individuals who baby-sit should know. They will familiarize themselves with games and toys that are of interest and benefit to younger children. The teacher will provide (or require through a research component) interaction with authoritative sources regarding these issues. The teacher will research all childcare regulations prior to opening the center and ensure compliance.

Service Activity:
Participants will secure necessary permissions, items and resources for the childcare center. At "open house" and "back-to-school nights," students will operate a childcare center for the small children of parents and/or teachers.

Reflection:
Students will discuss in class the reactions of the parents, problems they might have had and/or the need for continuation of the program. Participants will compile a list of successful techniques, items and activities and a list of unsuccessful ones.

Celebration:
At annual school awards day, each student volunteer will be awarded a certificate recognizing individual's service hours. Recipients of the services (adults and students who benefitted) will write thank you notes to student "baby- sitters." Young children might send a "thank you" drawing instead.

Course:
Home Economics, Health

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Learn how to prepare nutritious meals.
Develop social responsibility and concern for others.

Resources Needed:

Homeless shelter, nursing home, preschool class, chart of basic food groups, health foods and transportation.

Preparation for Service Activity:

The teacher will review the basic food groups and present examples of healthy snacks. The students will visit a homeless shelter, a nursing home and/or a preschool class and will monitor, using a weekly chart, what foods are being served at these sites.

Service Activity:

The students will plan, prepare and serve meals for the homeless and for the elderly and will make a snack for a preschool class. In addition, they will make a chart that can be utilized by others to create original combinations of healthy snacks.

Reflection:

The student will create a verbal or visual representation of how their personal eating habits have been affected by the service experience.

Celebration:

Participating students will attend a "good nutrition" party. All refreshments will be prepared according to the nutritional guidelines identified by the students.

Student Goals:
The Student will:

Learn how to properly care for and supervise younger children.

Identify and develop responsible behaviors for supervising younger children.

Resources Needed:

Guest speaker from day care profession, PTA/PTO meetings, location to provide service, pizza and source for funding food, toys, etc.

Preparation for Service Activity:

The students will have a guest speaker in class explaining how to care for younger children. They will role play in a variety of situations modeling/practicing proper behaviors for the supervision of younger children. Students will visit sites (or view tapes) where younger children are being properly supervised. The teacher will research all childcare regulations prior to opening the center and ensure compliance.

Service Activity:

Students will provide baby-sitting services for younger children during PTA/PTO meetings.

Reflection:

Students will write in a creative form of their choice (poem, short story, letter, etc.) comparing their own childhood experiences with those of the children they just worked with.

Celebration:

The students will have a pizza party.

Course:
Home Economics

Level:
9th - 12th Grade

Type of Service:
Direct

Course:
Health, Social Studies, English

Level:
9th - 12th Grade

Type of Service:
Direct

Student Goals:
The Student will:
- Develop communication skills.
- Understand the special needs of hospital patients.
- Learn to expand human relationships.

Resources Needed:
Transportation for hospital visits.

Preparation for Service Activity:
The teacher will contact the local hospital to find out the names of patients who would like to have someone to talk to them during their extended illness and contact a few patients by phone to find out which patients the students can visit within one hour period.

Service Activity:
Students will visit 4 patients in the hospital for not more than 15 minutes, twice a week for 6 months. Students will contact them by telephone on other days of the week. They will run errands for the patients once a week if needed.

Reflection:
Students will keep accurate records of visits and note special needs of each patient. Students will meet monthly to discuss problems encountered during visits and make suitable adjustments to provide best companionship to the patients.

Celebration:
With the help of local businesses, the hospital staff will arrange a luncheon in the hospital cafeteria. The hospital administrator will present a certificate of appreciation to each student who provided services to patients. Local leaders and parents of these students will also be invited to the luncheon.

Course:
Health and Safety

Level:
12th Grade

Type of Service:
Indirect

Student Goals:
The Student will:

Learn to construct a chart of various sexually transmitted diseases, their symptoms, cures, and possible prevention methods.

Resources Needed:

Poster board, markers, pencil, pen.

Preparation for Service Activity:

The students will be taught about sexually transmitted diseases, their symptoms, the cures, and possible methods of prevention. The class will discuss "risky behaviors." Permission will be secured from the local health department to display the student's charts. The teacher will research all health education regulations and ensure compliance.

Service Activity:

Students will construct large charts about sexually transmitted diseases, their symptoms, cures, and methods of prevention and display them at the local health department.

Reflection:

Student groups will discuss their feelings about sexually transmitted disease and "risky sexual behaviors."

Celebration:

Local health community agencies will be contacted to set-up booths at a central community area. The public will be invited for a "mini" health fair where refreshments are served.

Course:
Health

Level:
10th - 12th Grades

Type of Service:
Advocacy

Student Goals:

The Student will:

Develop a strong sense of social responsibility.

Learn about care for those with HIV/AIDS as well as promote its prevention.

Resources Needed:

Audio-visual aids on HIV/AIDS awareness and prevention, a presenter from the health department, pamphlets, brochures and community centers and other sites.

Preparation for Service Activity:

Students will learn about the HIV/AIDS virus and how it is transmitted. A guest presenter will give training on how to make community presentations on the prevention of HIV/AIDS and coping skills needed for friends and family of victims of this disease. The teacher will research all health education regulations and ensure compliance.

Service Activity:

Students will make oral presentations to the community on the prevention of HIV/AIDS and how citizens can cope with and assist persons with the virus.

Reflection:

Students will discuss the reaction of their particular community.

Celebration:

A luncheon will be held and certificates of appreciation will be presented to all student participants.

Course:
Health

Level:
High School

Type of Service:
Advocacy

Student Goals:

The Students will:

- Understand the need for blood drives.
- Understand how donated blood is used.
- Develop social responsibility, a concern for others and a sense of civic participation.

Resources Needed:

Red Cross and bloodmobile, principal participation, poster board, markers, staple gun and tape.

Preparation for Service Activity:

The Red Cross will be contacted to find out the requirements for having a blood drive. A date and time will be arranged with the Red Cross after requirements have been met. Each student will be responsible for getting 5 blood donors. The students will make posters and hang them throughout the community.

Service Activity:

Students will sponsor a blood drive in their community through a collaborative effort with the Red Cross.

Reflection:

A discussion of the purpose and the importance of blood donation will be held.

Celebration:

There will be a cheese and cracker party for the students and the Red Cross personnel. The Red Cross will present each student with a certificate of appreciation.

Course:
Health, Science

Level:
10th grade

Type of Service:
Direct

Student Goals:
The Students will:
Develop good health habits from the study of science.
Demonstrate good health habits through community projects.

Resources Needed:
Health and science books and magazines.

Preparation for Service Activity:
The instructor will encourage each student to adopt a senior citizen in his/her community.

Service Activity:
The student will help the senior citizen plan a balanced menu, clean the yard, do the house cleaning and dispose of garbage.

Reflection:
Students will discuss, in a class setting, some of the things they are doing.

Celebration:
A party will be planned. Each student will invite a senior citizen he/she has helped to come and celebrate with them.

Course:
Health, Sociology

Level:
High School

Type of Service:
Advocacy

Student Goals:
The Student will:

Develop an understanding of health and societal issues involved in the use of one person's blood to treat another person's medical condition.

Understand conditions under which blood will not be accepted from a donor.

Resources Needed:

Teacher, appropriate texts and speaker from American Red Cross.

Preparation for Service Activity:

Class topics will include health conditions requiring blood transfusions and societal issues involved in the use of one person's blood to treat another person's medical condition. The conditions under which blood will not be accepted will also be covered. A speaker from the American Red Cross will do a presentation on the purpose, governance and use of volunteers.

Service Activity:

Students will assist as volunteers for the local blood bank drive. Students may become blood donors if they choose.

Reflection:

Class discussions will cover feelings of the students as they carried out their service, attitude toward American Red Cross and changes of the students' attitudes.

Celebration:

A news release by American Red Cross will identify volunteers. The class will provide local newspapers with human interest stories and pictures. Students who become truly committed will volunteer for service in later blood drives without the promise of recognition.

Course:
Health, Math, Industrial Arts

Level:
High School

Type of Service:
Indirect

Student Goals:

The Student will:

Understand the kinds of exercises that promote physical fitness.

Learn to work together to construct an exercise device from written plans or blueprints.

Develop skill in using measuring and construction tools.

Resources Needed:

An exercise physiologist or physical education instructor, lumber and pipe, plans and designs for exercise equipment and measuring and construction tools.

Preparation for Service Activity:

The teacher will arrange a class session with a person knowledgeable in appropriate exercises for the target population. Students will be organized in teams to design and construct specific parts of the fitness trail.

Service Activity:

Students will research and build a physical fitness trail appropriate for children, adults or senior citizens. The fitness level will be determined by the location of the trail. The activity will include preparing the pathway as well as construction of various pieces of exercise equipment such as chin-up and parallel bars. Each station along the trail will also have a written weather-proofed explanation of the activity to be performed there.

Reflection:

Students will use the trail themselves to evaluate its usefulness. Students will interview people who have used the trail to see how it has helped them. Students will write suggestions for improving the process of building a trail.

Celebration:

Students will be recognized at an appropriate public meeting. The meeting will be covered by the media. A plaque will be placed at the beginning of the trail to recognize each student by name and any clubs or businesses that donated money or materials for the construction.

Course:
Health

Level:
9th - 12th Grades

Type of Service:
Direct

Student Goals:
The Student will:
Develop communication skills.
Learn first-aid and emergency skills.

Resources Needed:
Fire, police and rescue squads, transportation, younger students and popcorn.

Preparation for Service Activity:
Students will visit public safety squads to review basic first-aid and emergency tips. They will brainstorm and list the most important tips to teach young children.

Service Activity:
Students will teach younger children about basic first-aid and emergency tips.

Reflection:
Students will keep a journal of their experiences.

Celebration:
Students will have a popcorn party with the children they taught.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

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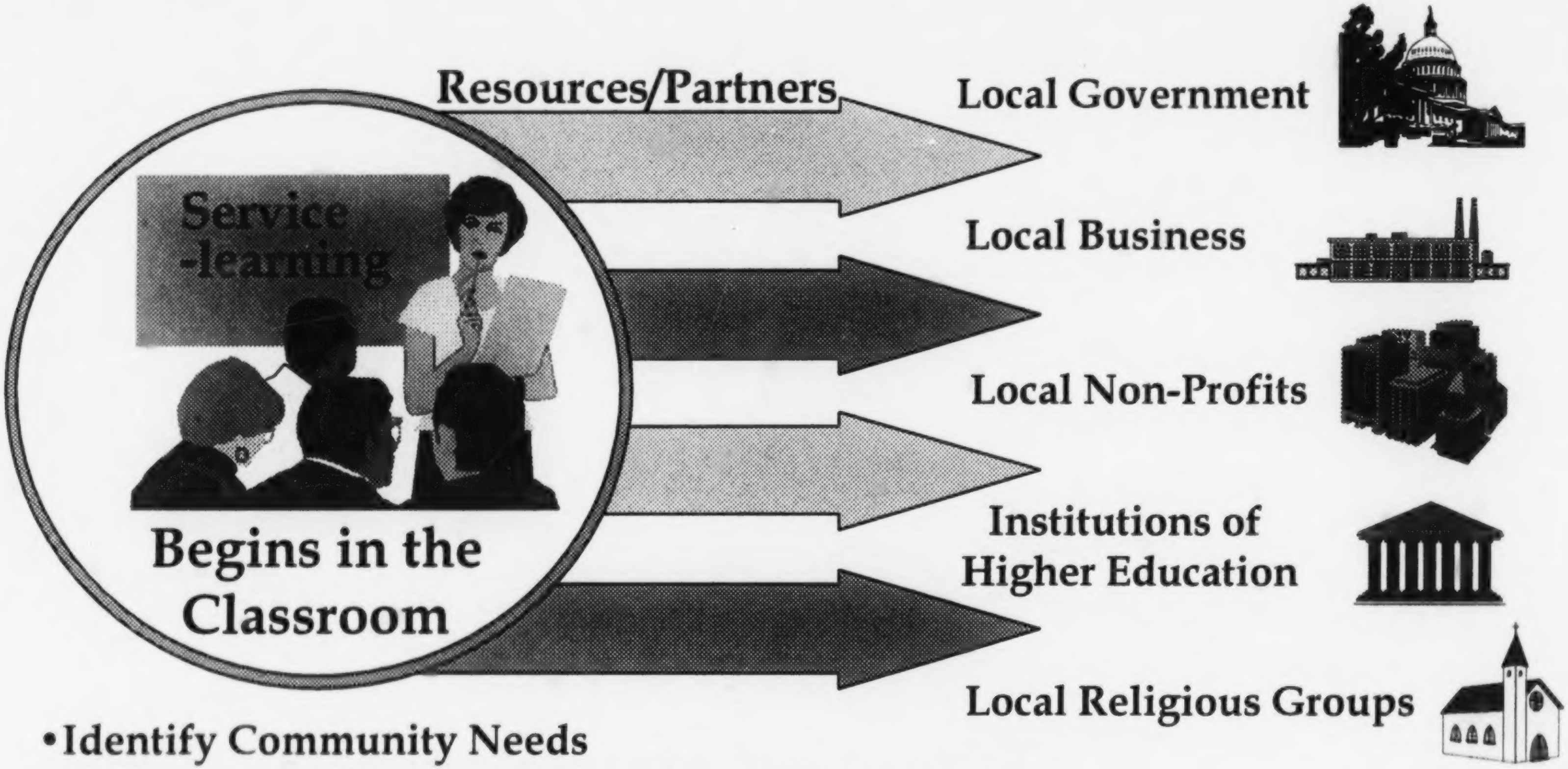
202-783-8855

APPENDIX

Service-Learning Definition

Service-learning is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship.

Preparation



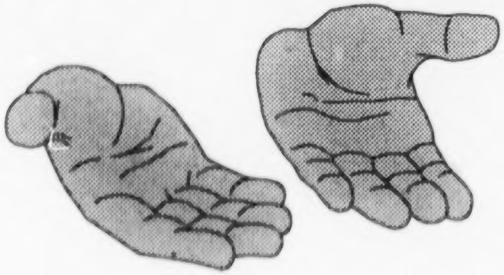
Resources/Partners

Begins in the Classroom

- Local Government
- Local Business
- Local Non-Profits
- Institutions of Higher Education
- Local Religious Groups

- Identify Community Needs
- Collaborate with Community Groups/Organizations
- Plan Service Activities

Service

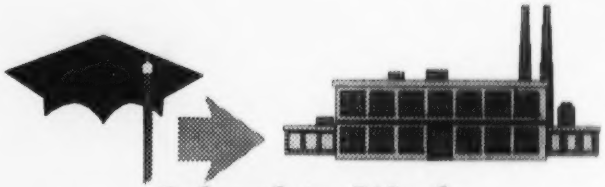


Conservation & Beautification Projects

Conflict Resolution Projects

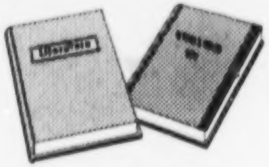
Anti-Alcohol & Drug Abuse Programs

Civic Awareness Programs

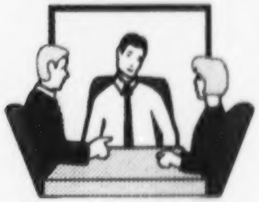


School-to-Work Transition Programs

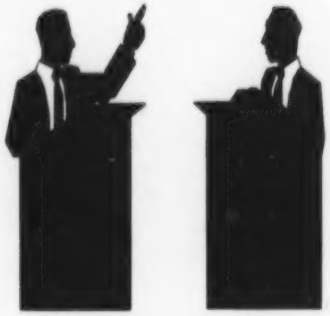
Reflection



Essays



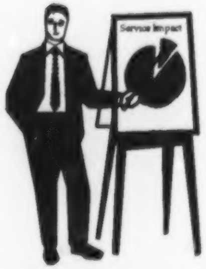
Focus Groups



Debates

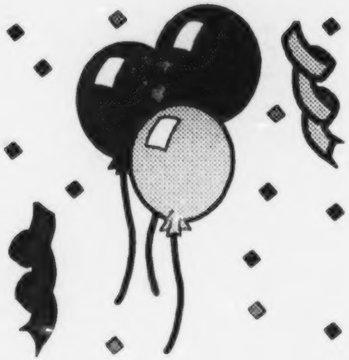
My Service
Project

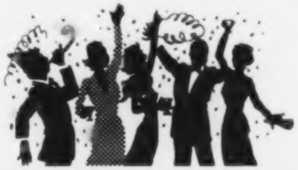
Classroom
Presentations


Service Impact

Presentations to local
businesses/organizations

Celebration





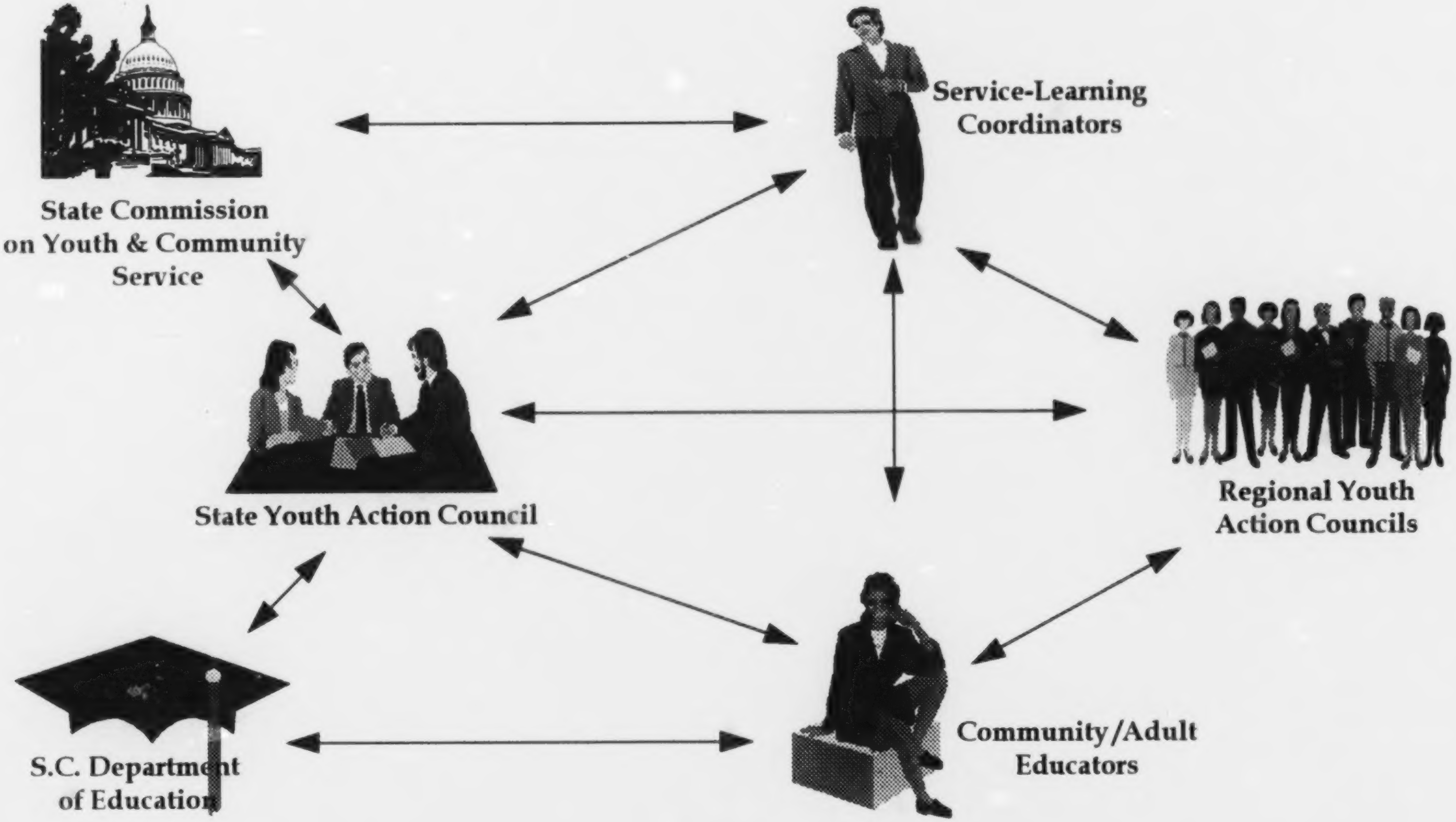
Recognition Ceremonies

Certificates of Appreciation

Youth
Service Awards

Press Releases

S.C. Youth Service Network



Service-Learning Coordinators

State Commission on Youth & Community Service

State Youth Action Council

Regional Youth Action Councils

S.C. Department of Education

Community/Adult Educators

Service-Learning Leadership Award

In recognition for outstanding service in South Carolina's schools and communities

is awarded this certificate of service-learning and is hereby charged with the mission to lead the practice of service-learning in South Carolina's classrooms, schools and communities.

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity".

Martin Luther King, Jr.

Principal

Teacher

Date

National Information Center
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1954 Buford Ave, Room R290
St. Paul, MN 55108-6197
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